Year 6 Unit 3: Conflict and Resolution, Teacher Subject Knowledge Guide

The Commonwealth

The roots of the Commonwealth go back to the British Empire when countries around the world were ruled by Britain. Over time different countries of the British Empire gained different levels of freedom from Britain. Various territories changed due to wars and treaties. Some colonies changed names or amalgamated with other countries.

Classifications of territories:

- **Colonies** were those areas directly ruled by a governor on behalf of the British government and representing the Crown. The governor was responsible to the Colonial Office in London, although he usually had wide powers of discretion. These were the most common form of imperial control.
- **Dominions** were semi-independent colonies that had significant freedom to rule themselves.
- **Mandates** were set up after World War One as German and Turkish colonies were passed to Britain and France to prepare for self-government on behalf of the League of Nations. Then, after World War Two, the United Nations issued its own mandates.
- **Protectorates** were territories where the local rulers could continue ruling domestically but they had relinquished control over foreign and defence matters to the British. However, British advisers frequently held influence far beyond foreign and defence matters.

At the 1926 Imperial Conference Britain and the Dominions agreed that they were all equal members of a community within the British Empire. They all owed allegiance to the British king or queen, but the United Kingdom did not rule over them. This community was called the British Commonwealth of Nations or just the Commonwealth. The Dominions and other territories of the British Empire gradually became fully independent of the United Kingdom. India became independent in 1947. Commonwealth member countries choose who becomes Head of the Commonwealth. Queen Elizabeth II is currently the head of the Commonwealth.

Windrush

It is important for pupils to see that consequences of conflicts can still occur even today. The way people have been affected by the Windrush scandal highlights bigger issues around how people are treated. The individuals affected by the scandal are having to wait long periods of time for some sort of compensation. The Home Office have treated the people as though they are just names on paper not real people. This event highlights the need for empathy and an understanding that the people from colonies contributed to the British Empire and are therefore British.

World War Two:

The main countries and leaders that made up the **Allied** powers were:

- **Great Britain** led by Prime Minister Winston Churchill
- **The United States** led by President Franklin D Roosevelt
- **France** led by Charles de Gaulle
- **The Soviet Union** (U.S.S.R) led by Joseph Stalin
- **China** led by Chiang Kai-shek

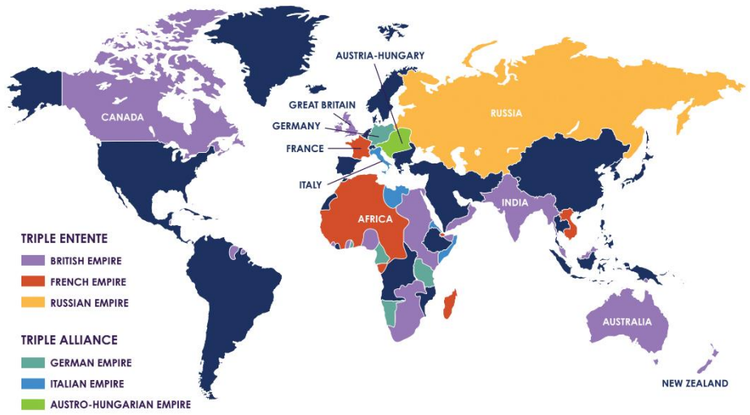
The three main countries and leaders that made up the **Axis** powers were:

- **Germany** the Nazis, led by Adolf Hitler
- **Italy** the Fascists, led by Benito Mussolini
- **Japan** known at that time as the Empire of Japan, led by Hideki Tojo; the emperor of Japan during World War II was Emperor Hirohito.

Again, it is complex for pupils to understand the role of each of the countries within the war. The situation between the United States and Japan is one to note.

The United States and Japan
In 1941, Japan and the U.S. entered negotiations about China. The United States had been supporting China in their war against Japan. When the Japanese attacked aircraft and ships at Pearl Harbour, the U.S. declared war on Japan. Germany and Italy declared war on the U.S. three days later.

President Roosevelt died suddenly and was succeeded by Harry Truman. In the following months, the German armed forces collapsed, and on 8th May all German forces surrendered. In the Pacific, the invasions of Iwo Jima and Okinawa in early 1945 brought Japan under a state of siege. In the summer, before an invasion could take place, the United States dropped atomic bombs on Hiroshima and Nagasaki. The atomic bombs had devasting consequences on innocent people. It was not until the Japanese surrendered on the 2nd September in Tokyo harbour on the battleship Missouri that the Second World War finally ended. It is important to be able to explain the extent of a conflict to pupils.



World War One:

During the conflict, Germany, Austria-Hungary, Bulgaria and the Ottoman Empire (**the Central Powers**) fought against Great Britain, France, Russia, Italy, Romania, Japan and the United States (**the Allied Powers**).

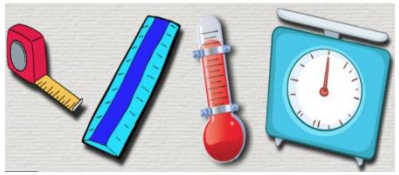
It is too complex to explain the role of each of the countries within the war. Two significant moments are the withdrawal of Russia and the entry of the United States.

Russia
From 1914-1916, Russia was part of the war and fought on the Eastern Front. However, it was unable to break through German lines. Due to the defeat on the battlefield, the economic instability, and the lack of food in Russia, the population were unhappy. This led to the Russian Revolution ending the tsarist rule and ultimately led to Russia withdrawing from the war. In 1917, Russia signed an armistice with the Central Powers.

United States
In 1914, the United States remained neutral. However, as Germany declared war at sea in 1915, they sunk both British and U.S. ships. They were commercial and passenger ships. When the Lusitania, travelling from New York to Liverpool, was sunk by a German U-boat with hundreds of American passengers on board it caused public outrage. It was not until 1917 that the United States declared war on Germany.

Italy
When World War I began, Italy was part of the Triple Alliance with Germany and Austria-Hungary but decided to remain neutral. By 1915, Italy started aligning itself closer to the Entente powers, France and Great Britain, for military and economic support.

Subject: Maths
Unit: Ratio



Unit overview

Children will discover language and how to solve ratio problems. They will about the ratio symbols and how to use bar models to aid their learning. They will learn how to calculate ratio as well as identify scale factor and how to use scale factor to enlarge or reduce shapes.

Websites/books linked to topic you may wish to read:

https://www.bbc.co.uk/bitesize/topics/zsq7hyc/articles/z8kfnbk

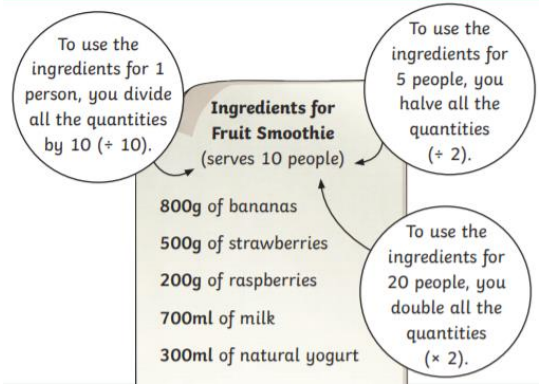
Learning Outcomes

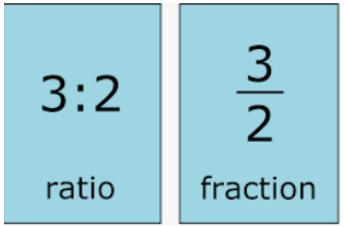
solving problems that include unequal sharing and grouping

solving problems involving the calculation of percentages and the use of percentages for comparison

solving problems about similar shapes where they know or can work out the scale

Ratio and Proportion Problem-Solving

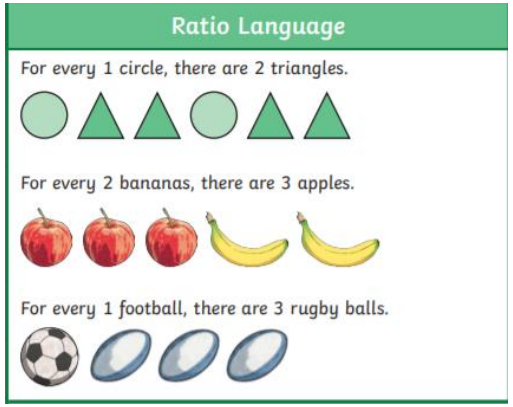




Key Vocabulary

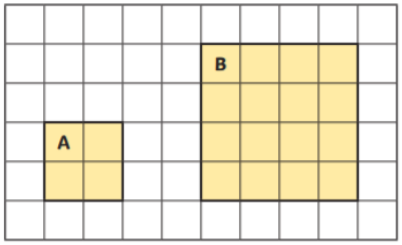
Key Vocabulary
ratio
proportion
"for every... there are..."
part
whole
scale factor
enlargement
similar shapes
length
width
perimeter

Ratio Language



Sticky Knowledge

Scale Factors



Shape A has been enlarged by a scale factor of 2 to make Shape B.

Shape B is now two times as big as Shape A.

The Ratio Symbol

The ratio of footballs to rugby balls: 1:4

The ratio of rugby balls to footballs: 4:1

The ratio of circles to triangles: 2:3

The ratio of triangles to circles: 3:2

Subject: Maths

Unit: Algebra

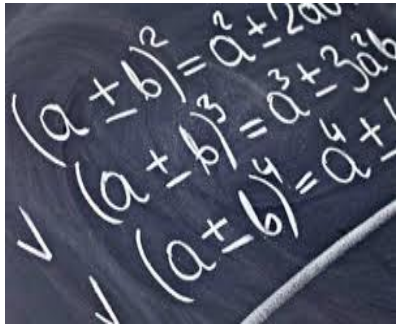
Unit overview

All of this block is new learning for Year 6 so there are no recap steps. Children first look at forming expressions before moving on to solving more complex equations. This should be introduced using concrete and pictorial methods alongside the abstract notation.

Websites/books linked to topic you may wish to read:

https://www.bbc.co.uk/bitesize/topics/zghp34j

Maths CGP Revision Guide. Pages 58 - 64



Key Vocabulary

term to term rule

variable

unknown

expression

equation

formula

one-step equation

two-step equation

substitution

pairs of unknowns

enumerate

Learning Outcomes

Pupils should be taught to:

- **use simple formulae**
- **generate and describe linear number sequences**
- **express missing number problems algebraically**
- **find pairs of numbers that satisfy an equation with 2 unknowns**
- **enumerate possibilities of combinations of 2 variables**

Sticky Knowledge

Forming Equations

$a + 14 = 20$

$b - 20 = 15$

$4c = 28$

$d + 12 = 30$

$3e - 5 = 10$

$2(f + 12) = 44$

An equation is a number statement with an equal sign (=). Expressions on either side of the equal sign are of equal value.

Forming Expressions

An expression is a group of numbers, letters and operation symbols.

Add 14 to a	$a + 14$
Subtract 20 from b	$b - 20$
Multiply c by 4	$4c$
12 more than d	$d + 12$
Multiply e by 3 and subtract 5	$3e - 5$
Add 12 to f and then multiply by 2	$2(f + 12)$

In algebra, missing numbers in equations are represented by letters. Any letter can be used but often the letter x is used. An algebraic x $x$is written to look different to a normal letter 'x' to avoid confusion.

(The word formula has two possible plural forms, formulae and formulas.) A formula is a special type of equation that shows the relationship between different substituted variables. Formulas are often used in geometry to find area and volume.

Enumerating means making a complete list of answers to a problem. To help you: use a system for finding the possibilities; organise your findings in an ordered list or table and have a way of deciding when all possibilities have been found.

A linear number sequence is a sequence where each value increases or decreases by the same amount each time. Each number in a linear number sequence is called a term.

Subject:Maths

Topic: Decimals

Unit overview

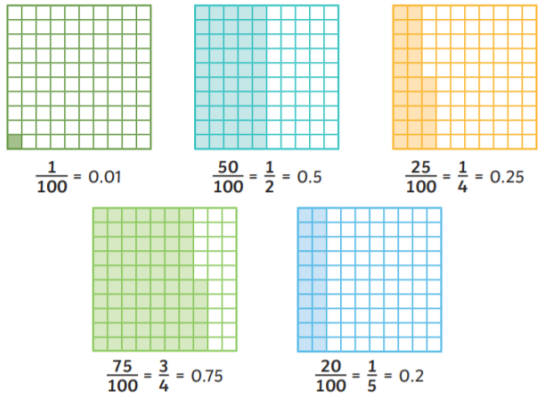
Children will recap steps are at the beginning of this block to ensure children have a good understanding of numbers up to three decimal places before moving on to multiplication and division. This should build on place value work in the autumn term and make use of place value grids and counters to build on previous learning.

Books linked to topic you may wish to read:

CGP KS2 Maths SATS revision book

Learning Outcomes

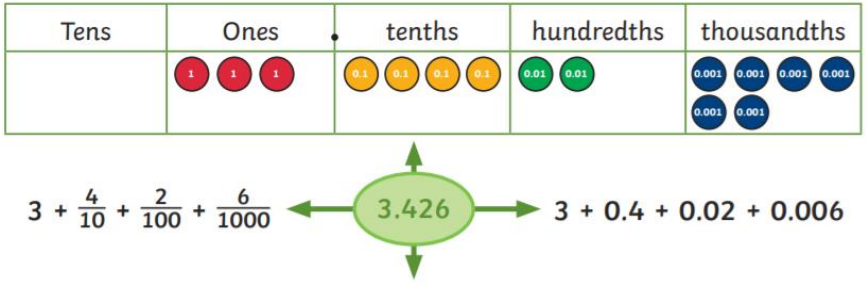
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- multiply one-digit numbers with up to 2 decimal places by whole numbers
- use written division methods in cases where the answer has up to 2 decimal places

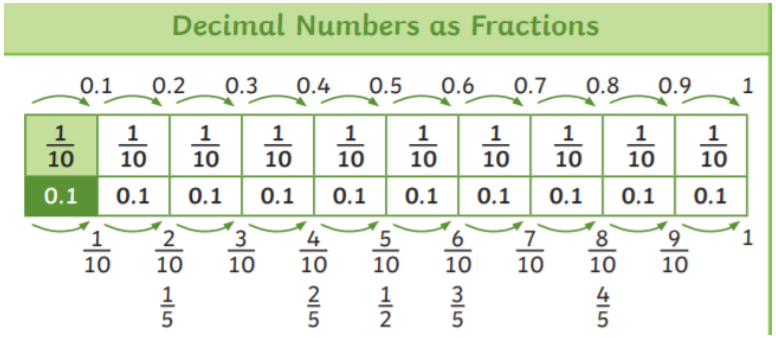


Key Vocabulary

- decimal place
- decimal fraction
- recurring decimal
- equivalent fraction
- tenth
- sharing
- partitioning
- exchanging
- rounding to 3d.p.
- hundredth
- thousandth
- equal to
- remainder
- grouping

Sticky Knowledge





Subject:Maths

Topic:Percentages

Unit overview

Children are introduced to 'per cent' for the first time and will understand that 'per cent' relates to 'number of parts per hundred'. They will explore this through different representations which show different parts of a hundred. Children will use 'number of parts per hundred' alongside the % symbol.

Books linked to topic you may wish to read:

CGP KS2 Maths SATS revision book

Key Vocabulary

per cent (%) = 'out of 100'

percentage

discount

equivalent fraction

equivalent decimal

convert

compare

order

the whole

Learning Outcomes

Number - Fractions (including decimals and percentages)

Pupils should be taught to:

use common factors to simplify fractions; use common multiples to express fractions in the same denomination

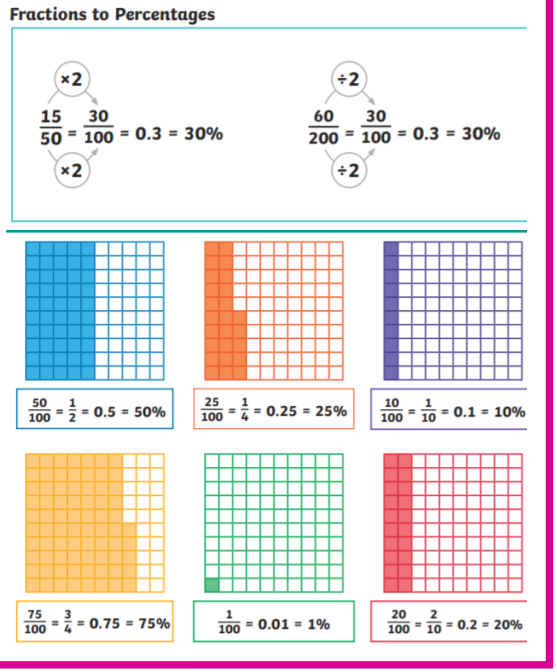
compare and order fractions, including fractions >1

associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]

solve problems which require answers to be rounded to specified degrees of accuracy

recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Sticky Knowledge



50% = $\frac{1}{2}$ so we can divide by 2	10% = $\frac{1}{10}$ so we can divide by 10	25% = $\frac{1}{4}$ so we can divide by 4	1% = $\frac{1}{100}$ so we can divide by 100

Subject: Religious Education

Unit: Christmas

Unit overview

This unit the children explore the story of the birth of Christ from the Gospels of St. Matthew and the Gospel of St.Luke. They will also learn about some of the images of Christ that they are found in the Prologue to the Gospel of St. John

Related scripture linked to topic you may wish to read:

LK: 2 1-14 The story of the Birth of Jesus

JN 1: 1-14 The Prologue of the Gospel of St. John

Learning Outcomes

Know the features of the story of Christmas and be able to identify which Gospel they are recorded in.

Talk about some reasons why Christmas is an important celebration in the life of the Church.

Key Vocabulary

Vocabulary
Christmas
Matthew
John
Luke
Prologue
Word made flesh

Window of reflection

Reflect on their thoughts and feelings about the different scenes associated with the birth of Christ.

Learning beyond the classroom

Visit the Church after the holiday to look at the crib. Use this as a chance to pray.

Contemplate the different parts of the Christmas story, how could these be displayed through art?

Subject: Religious Education

Unit H: Holy Week

Unit overview

In this unit the children will learn about the passion of Jesus from the events that took place in the Garden of Gethsemane through to the death of Jesus on the cross.

They will find out some reasons why Christians have described the death of Jesus as a sacrifice. Children will build on the knowledge of the different events that took place in the last week of Jesus' life.

Related scripture linked to topic you may wish to read:

Lk. 22: 39-46 The Garden of Gethsemane

Lk. 22:47-53 The betrayal of Jesus

Mt. 26: 36-27: 66 The Passion of Jesus

Learning Outcomes

Know the story of The Passion of Christ
Imagine some of the thoughts and feelings of Jesus in the Garden of Gethsemane.
Know that Jesus was a suffering servant and know why the death of Jesus had been described as a sacrifice.

Key Vocabulary

Vocabulary

cross	sacrifice
death	servant
Gethsemane	suffering
Isaiah	

Window of reflection

Think about the sacrifice that Jesus made for us.

Consider the route to Calvary and what took place.

Learning beyond the classroom:

1) **Through discussion compare and contrast Peter's lack of courage with the courage Jesus showed.**
2) **Read Isaiah 52: 13-53. Think about why these passages have been written about the 'suffering servant'. Highlight words that which indicate thetype of suffering the servant endured. What was the point of this suffering?**
3) **Read accounts of the four Gospels of the crucifixion, highlight the words that Jesus said from the cross, what do you think they mean?**

Subject: Religious Education

Unit: Lent

Unit overview

This unit will give children the opportunity to develop their knowledge and understanding of prayer, fasting and almsgiving as important Lenten activities. They will examine the teaching of Jesus about these activities and why they are important for Christians today. This unit will also explore the Church's teaching on forgiveness and God through the Sacrament of Reconciliation.

Related scripture linked to topic you may wish to read:

Lk. 15: 19-31 The parable of the rich man and Lazarus

Mt. 6: 1-8, 16-18 The teaching of Jesus on Prayer, Fasting and Almsgiving.

Jn. 4: 1 -40 The Samaritan women at the well.

Learning Outcomes

Know about the Church's customs for the Season of Lent.
Understand reasons why Jesus taught importance of prayer, Fasting and almsgiving.
Know that scriptures speak of God's mercy and forgiveness and How the Church celebrates Reconciliation.

Key Vocabulary

Vocabulary

Abraham	Lent
absolution	mercy
almsgiving	penance
CAFOD	Pharisee
Examination of Conscience	prayer
fasting	Sadducees
forgiveness	Samaritan

Window of reflection

Pray for the work of relief agencies.

Use the examination of Conscience in prayer time.

Is it easy to say sorry or forgive?

I think Christians can help in the world by…

Tasks linked to unit:

1) **Children to read the gospel for Ash Wednesday about prayer, fasting and almsgiving. Why would the hypocrites want everybody to know that they were doing these things? How would it make them feel?**
2) **Jesus taught the disciples the importance of giving arms and helping those in need. Read the parable of the Rich man and Lazarus. Why do you think Jesus taught this parable? What was he saying about the way he wanted his followers to live? What would you ask the Rich man and Lazarus? Is it wrong to be poor? Is it wrong to be rich?**
3) **Read the story of Jesus and the Samaritan woman. What state was Jesus in when the woman came? What did he ask? Find out about the Samaritans, why did Jews have little to do with them? How do you think the life of the Samaritan woman changed after this meeting? Write a diary from the perspective of the woman based on her feelings and what she may have told friends about meeting Jesus.**

Knowledge Organiser

Evolution and Inheritance

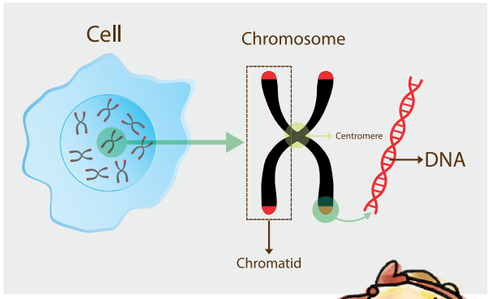
Key Vocabulary		
1	**fossil**	the remains of a living thing embedded in rock. These are often used to find out about things that have lived in the past, particularly those that are extinct.
2	**species**	a group of living things that have been classified in the same family because of their shared basic characteristics
3	**variation**	differences between living things in the same species
4	**extinct**	when a species has not been able to reproduce and so has died out
5	**environment**	a place where things live. It may contain different habitats
6	**adaptations**	a characteristic a living thing has that means it is able to survive in its environment
7	**offspring**	the young produced by living things
8	**traits**	the characteristics passed on to a living thing by its parents
9	**inheritance**	things passed on from our parents. We inherit our traits
10	**hereditary**	a trait which has been passed on to offspring
11	**genes**	the scientific word for the building blocks that make us who we are. They hold our traits
12	**evolution**	the changes to the traits/characteristics of a species overtime. This is a result of adaptations
13	**natural selection**	a term used to describe the process where only living things in a species that are adapted well enough to their environment will survive and pass on their traits/characteristics
14	**artificial selection**	where humans choose which traits they want to pass on to the offspring of a living thing
15	**Charles Darwin** **Alfred Wallace**	two scientists who discovered the Theory of Evolution

Genetics

Genetics is the study of what offspring inherit from their parents.

Genes are the building blocks that are passed on to living things from their parents. They contain the recipe, or code, that decides which traits a living thing will have.

In humans, genes are found in all of our cells. Inside each of the tiny cells that make up every part of our bodies are even smaller structures called chromosomes. Our genes are found inside these **chromosomes** as a special genetic code, our recipe, in something called **DNA**.



Living Thing	Habitat	Adaptation
Cactus 	**Desert**	To store water: needles instead of leaves, thick stems, large root systems.
Polar Bear 	**Arctic**	To stay warm: Thick skin, layer of blubber, black skin, double layer of fur.
Penguin 	**Antarctic**	To swim – wings shaped like flippers, waterproofing oil on feathers, powerful webbed feet.

Important Fact:

Some people think evolution happens very quickly or that a species chooses to evolve. This is not true.

Evolution is a process that happens over hundreds of thousands or even millions of years. It is a gradual process resulting from the living things best adapted to their environment surviving to produce offspring which will inherit these adaptations.