

<b>Unit:</b> Peace and Conflict		<b>Focus:</b> History and Design Technology
<b>Year Group:</b> 6	<b>Term:</b> Autumn 2	
<b>Intent:</b> To understand what peace means and empathise for people who have experienced/ are experiencing conflict.		
<b>Engage:</b> Visit to the Imperial War Museum	<b>Trip/Visitor:</b> The Imperial War Museum.	<b>Express:</b> Class assembly for parents/carers.
<b>RRSA links:</b> <b>Article 2:</b> You should not be discriminated against for any reason, including your race, colour, sex, language, religion, opinion, origin, social or economic status, disability, birth, or any other quality of your parents or guardians. <b>Article 14:</b> You have the right to think and believe what you want and to practice your religion, as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters. <b>Article 21:</b> Live in the best place for you. <b>Article 22:</b> Refugee children have the same rights. <b>Article 38:</b> Children should be protected from war.		
<b>English links:</b> Stories that raise issues.		
<b>As Historians we will:</b> <b>(Key concepts: Chronology and significant people &amp; events)</b>		<b>As Artists we will:</b> <b>(Key concepts: drawing &amp; collage, painting &amp; colour)</b>
Place features of historical events & people from past societies/periods in a chronological framework.		To use colour to express feelings.
Summarise the main events from a period of history explaining the order of events & what happened.		To comment on who or what has influenced their artwork.
Debate the significance of a historical person/ event in British history. Analyse common traits and motives of leaders from different historical periods studied. (E.g. Winston Churchill, Hitler, Nelson Mandela etc.).		Demonstrate an increased accuracy when drawing figures-including proportion
Critique the usefulness & reliability of a range of sources for enquiries covered.		To gather their own information and record responses to artwork in a range of ways e.g. mood boards, combinations of media.
Evaluate the human impact of war/conflict on everyday life in an ancient society & in the modern world. (WW1/2 and compare to current conflict). Devise independently significant historical enquiries to produce substantiated & focused responses.		
(Ongoing objective): Use and understand more complex terms in context relating to different types of history e.g. cultural, economic, military and political.		
<b>As Geographers we will:</b> <b>Key concepts (Locational and human geography).</b>		
Understand whereabouts in Europe many refugees arrive from and why they flee their home countries. Identify places around the world where conflict is currently taking place and understand why this is happening.		