

# Year 6: Peace, Politics and Protests



## Essential Learning

By the end of this term, you will have learned...

- About the history of government in the UK
- The role of government and political parties in the UK
- About the reasons behind, and events of, the English civil war and the impact it had on the British political system
- How laws are made in the UK
- Writing a descriptive text, in the form of a diary, which is written in a chronological order, the first person and presented in the past tense
- To write a persuasive argument around: 'Should the school day be extended?' The text will be written with an opening paragraph that introduces the argument. The main text will include persuasive arguments for or against and will show bias. A concluding paragraph will close the text and this will reiterate the writer's point of view.

### Hook Day

Desert Island Politics



### Block 1

- History of government and politics in the UK
- Explore the causes of the civil war in England
- Explore the rising power of parliament through the centuries
- Explore the role of government and political parties in the UK.



### Block 2

- History of the suffragettes
- Descriptive diary entry of a suffragette
- How bills become law in the UK
- Explore the right to protest.



### Block 3

- Persuasive arguments - Should the school day be extended?
- Science - Living things and their habitats (running throughout the term).

## Year 6: / National Curriculum Links

| Science   | History   |
|---|---|
| <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul>  | <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'parliament'</li> <li>confidently and independently use a wide variety of source material to deduce and infer information about the past and come to their own conclusions.</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> |
| PSHE  | Key vocabulary:   |
| <ul style="list-style-type: none"> <li>I can take responsibility for my health and make choices that benefit my health and well-being</li> <li>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</li> <li>I understand that some people can be exploited and made to do things that are against the law</li> <li>I know why some people join gangs and the risks this involves</li> </ul> | <ul style="list-style-type: none"> <li><b>Science:</b> classification, vertebrates, invertebrates, micro-organisms, amphibians, reptiles, mammals, insects, habitat, predator, prey</li> <li><b>PSHE:</b> self-image, self-esteem, real self, celebrity, positive relationships, opportunities, freedoms, responsibilities, independence,</li> <li><b>History</b> – government, rights, politics, justice, institutions, suffragettes, boycott, protest, civil rights</li> </ul>  |

