

Week 1	Week 2	Week 3	Week 4
<p><b>English:</b> Rainbow Grammar Focus: statements</p>	<p><b>English</b> Rainbow Grammar Focus: cohesion.</p>	<p><b>English</b> Rainbow Grammar Focus: Subjunctive form</p>	<p><b>English</b> Rainbow Grammar Focus: m</p>
<p><b>Evolution of weapons:</b></p> <ul style="list-style-type: none"> <li>Timeline of weapons from 1 million AD to present day</li> <li>Write a non chron report about the weapons</li> </ul> <p style="text-align: center;"><b>NC OBJECTIVES</b></p> <p><b>En6/3.3b</b> Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p><b>En6/3.4a grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul> <p><b>Hi2/2.2 chronological study</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge</li> </ul> <p><u>For example:</u></p> <ul style="list-style-type: none"> <li>changes in an aspect of social history, such as crime</li> <li>a significant turning point in history</li> </ul> <p><b>Hi2/1.1 Pre-Roman Britain</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught about changes in Britain from the Stone Age onwards:</li> </ul> <p><u>This could include:</u></p> <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers,</li> <li>Bronze Age technology etc</li> </ul>	<p><b>Narrative of historical events:</b></p> <ul style="list-style-type: none"> <li>Watch 'Beyond the Lines' (Literacy Shed)</li> <li>Read real letters from people involved in WW2.</li> <li>Study formality of writing.</li> <li>Write the content of the letter that is briefly seen in the video</li> <li>LG to translate letter once ch'n have written their own.</li> </ul> <p style="text-align: center;"><b>NC OBJECTIVES</b></p> <p><b>En6/3.3a</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>noting and developing initial ideas</li> </ul> <p><b>En6/3.3b</b> Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>En6/3.3c</b> Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural and writing and choosing the appropriate register</li> </ul> <p><b>En6/3.4a Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p><b>En6/3.4b Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<p style="text-align: center;"><b>BA – conflict of human, plastic and the planet.</b></p> <p style="text-align: center;"><b>NC OBJECTIVES</b></p> <p><b>En6/2.2c</b> Reading</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul> <p><b>En6/2.2e</b> retrieve, record and present information from non-fiction</p> <p><b>En6/2.2g</b> explain and discuss their understanding of what they have read, through presentations</p> <p><b>En6/3.3a</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>noting and developing initial ideas</li> </ul> <p><b>En6/3.3b</b> Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>En6/3.3c</b> Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural and writing and choosing the appropriate register</li> </ul> <p><b>En6/3.4a Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p><b>En6/3.4b Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity</li> </ul>	<p style="text-align: center;"><b>Non chron report on a museum opening for War memorabilia.</b></p> <p style="text-align: center;"><b>NC OBJECTIVES</b></p> <p><b>En6/2.2c</b> Reading</p> <ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p><b>En6/3.3a</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>noting and developing initial ideas</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>En6/3.3b</b> Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>En6/3.3c</b> Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural and writing and choosing the appropriate register</li> </ul> <p><b>En6/3.4a Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul>

**Eight week planning grid.**

**TOPIC NAME : Conflict (History)**

**BOOK: Battle of Britain/War Princess**

**Year Group 6**

	<ul style="list-style-type: none"> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul>	<p>in writing</p> <ul style="list-style-type: none"> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• Using colons to introduce things and using bullets points</li> <li>•</li> </ul>	<p><b>En6/3.4b Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>•</li> </ul>
<p><b>Theme</b></p>	<p><b>Theme</b></p>	<p><b>Theme</b></p>	<p><b>Theme</b></p>
<ul style="list-style-type: none"> <li>• Propaganda poster/WW2 posters</li> <li>• Art of Flanders Fields (watercolours)</li> </ul> <p align="center"><b>NC OBJECTIVES</b></p> <p><b>Hi2/2.2 chronological study</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge <i>For example:</i></li> <li>• changes in an aspect of social history, such as crime and punishment from the</li> <li>• a significant turning point in British history</li> </ul>	<p><b><u>Biographical portrait of an influential person from the war.</u></b> <i>Why have the children chosen their person?</i></p> <p align="center"><b>NC OBJECTIVES</b></p> <p><b>En6/2.2c</b> Reading</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> </ul> <p><b>En6/2.2e</b> retrieve, record and present information from non-fiction</p> <p><b>En6/2.2g</b> explain and discuss their understanding of what they have read, through presentations</p> <p><b>En6/3.3a</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>• noting and developing initial ideas</li> </ul> <p><b>En6/3.3b</b> Draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>En6/3.3c</b> Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural and writing and choosing the appropriate register</li> </ul> <p><b>En6/3.4a Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> </ul>	<p><i>Play GK's game of trading etc. How did these battles start? How could they have been prevented? What happens if they are not prevented?</i></p> <p>Watch the link: <a href="https://www.youtube.com/watch?v=1hsDn2kNriI">https://www.youtube.com/watch?v=1hsDn2kNriI</a> Write a description of what happened overtime.</p> <p><a href="https://owlcation.com/social-sciences/The-Main-Reasons-For-War">https://owlcation.com/social-sciences/The-Main-Reasons-For-War</a> Print off the descriptions and heading off this website children to match up heading with description.</p> <p>What message can we make for the future generations?</p> <p align="center"><b>NC OBJECTIVES</b></p> <p><b>Hi2/2.2 Extended chronological study</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught a study of an aspect or theme in history that extends pupils' chronological knowledge beyond 1066 <i>For example:</i></li> <li>• the changing power of monarchs</li> <li>• changes in an aspect of social history, such as crime from the Anglo-Saxons to the present</li> </ul>	<p><b><u>Promotional leaflet about a new war museum that has been built in Leicester.</u></b></p> <p><i>Plus:</i></p> <p><i>Watch:</i> <a href="https://www.youtube.com/watch?v=KY5TWVz5ZDU">https://www.youtube.com/watch?v=KY5TWVz5ZDU</a> <i>Stop at 2:21 minutes. How can these issues be solved? Take ideas – continue watching the video. Were there any similarities between what the children said? Even though these are at school based etc level, how can these escalate to become larger, worldwide problems?</i></p> <p><i>Design a poster for the classrooms on how to resolve conflicts at school/friendship level.</i></p>

	<ul style="list-style-type: none"> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p><b>En6/3.4b Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>Using colons to introduce things and using bullets points</li> </ul>		
<p><b>Week 5</b></p> <p><b>English:</b> Rainbow Grammar Focus: adverbs of degree (how much) to describe adverbs, adjectives and verbs</p>	<p><b>Week 6</b></p> <p><b>English</b> Rainbow Grammar Focus:</p>	<p><b>Week 7</b></p> <p><b>English</b> Rainbow Grammar Focus:</p>	<p><b>Week 8</b></p> <p><b>English</b> Rainbow Grammar Focus:</p>
<p><b>Party Manifestoes:</b> Create a party manifesto for a planet full of Conflict and turmoil.</p> <p><b>NC OBJECTIVES</b></p> <p><b>En6/2.2c</b> Reading</p> <ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p><b>En6/3.3a</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>noting and developing initial ideas</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>En6/3.3b</b> Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>En6/3.3c</b> Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural and writing and choosing</li> </ul>	<p><b>Playscript and role play</b></p> <p><a href="http://www.ereadingworksheets.com/free-reading-worksheets/types-of-conflict-worksheets/#theTypesOfConflictWorksheets">http://www.ereadingworksheets.com/free-reading-worksheets/types-of-conflict-worksheets/#theTypesOfConflictWorksheets</a> Print off the summary of conflicts and the types of conflicts – match up each one. Then work through the scenarios figuring out protagonist and antagonist and type of conflict. Which ones would be simple to resolve? Why? Which ones are harder? What can we do about these?</p> <p><b>Then watch:</b> <a href="http://www.bbc.co.uk/education/clips/zvc3cdm">http://www.bbc.co.uk/education/clips/zvc3cdm</a> Using one of the scenarios from above, children create playscripts and role play how to deal/resolve it. One volunteer = the mediator while the other =the friends who fall out. How do they feel about being a mediator? Would anybody be interested in becoming one? What would be the benefits of having this system in school? <a href="https://www.youtube.com/watch?v=GnB3MpUfv_k">https://www.youtube.com/watch?v=GnB3MpUfv_k</a> watch as a plenary</p> <p><b>NC OBJECTIVES</b></p> <p><b>En6/3.3a</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>noting and developing initial ideas</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>En6/3.3b</b> Draft and write by:</p>	<p><b>ASSESSMENT WEEK (July 2017)</b></p> <p><b>Persuasive speeches:</b></p> <ul style="list-style-type: none"> <li>Listen to some persuasive speeches throughout history.</li> <li>Write their own speeches to stop war and conflict.</li> </ul> <p><b>NC OBJECTIVES</b></p> <p><b>En6/3.3a</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>noting and developing initial ideas</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>En6/3.3b</b> Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>En6/3.3c</b> Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural and writing and choosing the appropriate register</li> </ul>	<p><b>Letters:</b></p> <ul style="list-style-type: none"> <li>Write a letter to the new year 6 children explaining what life has been like as a year 6 pupil. Give advice on what they expected and the reality and advice they can give to the new year 6 child.</li> </ul> <p><b>NC OBJECTIVES</b></p> <p><b>3a</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>noting and developing initial ideas</li> </ul> <p><b>En6/3.3b</b> Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>En6/3.3c</b> Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural and writing and choosing the appropriate register</li> </ul> <p><b>En6/3.4a Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence</li> </ul>

<p>the appropriate register</p> <p><b>En6/3.4a Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p><b>En6/3.4b g Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>•</li> </ul> <p><b>En6/1j Spoken language</b> gain, maintain and monitor the interest of the listener(s)</p>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>En6/3.3c Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural and writing and choosing the appropriate register</li> </ul> <p><b>En6/3.4a Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• using passive verbs to affect the presentation of information in a 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listener(s)</li> </ul> <p><b>En6/1g</b></p> <ul style="list-style-type: none"> <li>• use spoken language to develop understanding and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <b>En6/3.4a Vocabulary, grammar and punctuation</b> using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p><b>En6/3.4b Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> 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<p>Theme</p>	<p>Theme</p>	<p>Theme</p>	<p>Theme</p>

<p><b>Look at Battle of Bosworth</b> – what weapons were used and how were these advantageous? What conflict type was this?</p> <p>Why was this a significant part of British history?</p> <p>Biography of William the Conqueror</p> <p style="text-align: center;"><b><u>NC OBJECTIVES</u></b></p> <p><b>Hi2/2.1 Local History</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught about an aspect of local history</li> <li>• <b>For example:</b></li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	<p>Print out and show the pictures of the warriors from : <a href="http://www.wonderslist.com/10-legendary-warrior-cultures/">http://www.wonderslist.com/10-legendary-warrior-cultures/</a></p> <p>Children to write how each picture shows the protection used and the threatening manner the warriors used. Then put into order from most threatening to least threatening with justifications.</p>	<p>Look at Rights of Humans - Look at manifestos from local government parties – what have they said about crime and war? How will they act upon their claims?</p> <p>Children have formed a new party of peace - create a manifesto of pledges they will perform to help the world become a better place.</p> <p>Children to listen to and vote for their favourite party.</p> <p style="text-align: center;"><b><u>NC OBJECTIVES</u></b></p> <p><b>Hi2/2.2 _Extended chronological study</b></p> <ul style="list-style-type: none"> <li>• changes in an aspect of social history, such as crime from the Anglo-Saxons to the present</li> </ul>	<p>Summary of what they have learnt.</p>
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