

HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 6

Week Beginning 19.4.21



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Home Learning Links

Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

www.thenational.academy

BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

<https://www.bbc.co.uk/bitesize>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks2/>

Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

Classroom Secrets

The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Reading Eggspress

<https://readingeggs.co.uk/>

Top Marks

A website for great interactive maths games.

<https://www.topmarks.co.uk/>

Times Tables Rockstars

This is a great times tables game, practice all of the tables up to 12 x 12. Your child's username and password can be found in their Homework Book.

<https://trockstars.com/>

Monster SATs

On-screen and paper-based resources, including curriculum-based games for primary schools.

<https://www.monstersats.co.uk/group-login-page/>

SPaG.com

SPaG.com provides KS1 and KS2 practice punctuation & grammar tests. Plus 80 additional tests covering grammar objectives for every year group

<https://www.spag.com/>

White Rose Maths Hub

Daily 'home learning' lessons for Years 1-9. Every lesson comes with a short video showing you clearly and simply how to help your child complete the activity successfully.

<https://whiterosemaths.com/homelearning/>

Khan Academy

A great website for learning, with all activities and videos for every topic. A favourite of Mr Ellison.

<https://www.khanacademy.org>

Codeclub

Fancy something a bit different. Try out the Code Club website for free tutorials and guides on creating code in a range of platforms.

<https://projects.raspberrypi.org/en/codeclub>

Duolingo

Fancy something a bit different. Try out the Code Club website for free tutorials and guides on creating code in a range of platforms.

Top tips to develop reading skills during lockdown

To view free Oxford Reading Tree texts online access

www.oxfordowl.co.uk .

Try to access Reading Eggs at least once each week.

Ask your child to create a book review for the favourite book that they have read during lockdown. Tweet @hillwestprimary to share your child's thoughts!

For engaging activities to further support your children's literacy skills from home visit

Access daily Letters and Sounds Phonics lessons at www.lessonsandsounds.org.uk

For phonics practise access Phonics Play!

To help your child grasp complex vocabulary use the 'SEEC' method.

Access the Oak National Academy's virtual library to read/ listen to the weekly text.

Look at the top 100 children's books that are listed in your child's homework diary. Highlight any of these books that your child has read.

- 1) **Select** – read the text beforehand, highlighting any complex vocabulary.
- 2) **Explain** – give multiple examples and pupil- friendly definitions.
- 3) **Explore** – dig into the root meanings of each word, and further questions that the word poses.
- 4) **Consolidate** – give your child the opportunity to use the words in conversation and revisit the word later in written activities and quizzes.

Create quizzes about your child's evening book.

To enhance your child's vocabulary follow @VocabularyNinja on twitter!

Use audiobooks as a supplement to reading, not a replacement. Listening to an audiobook is different to reading a book, and so your child might not develop the same comprehension skills while listening. However, audiobooks might help pupils get immersed in ideas and stories, and as a result motivate them to pick up a book.

www.worldofdavidwalliams.com/elevenses

Visit David Walliams' website to listen to a different section of his books each day.

www.bookstrust.org.uk/books-and-reading/bookfinder/

Visit the Books Trust website to find a suitable book for your child based on their age and interests.

www.bbc.co.uk/newsround

Encourage your child to read different news articles each day. Not only will it enhance their knowledge of current affairs, it will develop their confidence with reading non-fiction texts.

Key Question Week 1: Growing up: how does change change us?
Key Text for Linked Learning: The Journey by Francesca Sanna
Linked Learning: History, English, PDW
<p>This week the children will take part in sessions on Sex and Relationships Education. Children will be taught about the anatomy of the human body and sexual reproduction within humans, including pregnancy and how this can be prevented. They will also learn about infectious diseases, specifically HIV and AIDS. The children will identify changes in their own mental wellbeing, recognise triggers and explore different coping mechanisms. They will also explore the concept of growth mind-set and how they can apply this to their daily lives, particularly with a focus on their transition to secondary school.</p> <p>In History, they will also begin their learning about conflicts of the 20th century and examine the cases of the outbreak of World War I, including the unification of Germany, the international treaties that existed between different countries and the assassination of Archduke Franz Ferdinand. The children will devise historically valid questions about similarities, differences and their significance, throughout their learning.</p> <p>This week's key text will be the stunning book by the author/illustrator Francesca Sanna. Drawing on the experiences from recent refugees, combined with the text's memorable illustrations, will enable the children to depict the variety of landscapes, real and emotional, through which a family passes whilst escaping conflict and seeking sanctuary. Whilst analysing the text, the children will explain and discuss their understanding of what they have read - including through presentations and debates - maintaining a focus on the topic and using notes where necessary. After which they will identify and discuss themes and conventions in the text compared with the wide range of writing and their previous learning.</p>
Maths: In maths, children will know what each digit represents in whole numbers up to 10,000,000; know what each digit represents in numbers with up to three decimal places; find intervals across zero; answer questions about temperature including temperatures below zero; use column addition and subtraction to add and subtract numbers with up to 5 digits and solve multi-step word problem involving at least two different operations.
Science: In Science, children will take part in a Crime Lab light expert selection challenge. Do they have what it takes to join the investigation? They will take a look at the initial crime report and cast their eyes over the key suspects. Children will be able to explain that objects are seen because they give out or reflect light into the eye.
History: See above.
Computing: The Children will learn basic navigation in Minecraft: Education Edition using a keyboard, mouse, and the WASD keys, become familiar with the interface of the game and MakeCode.
Music: The children will choose an artist from the Inspirational Women's Timeline to listen to, understand and appreciate high quality live and recorded music from contrasting composers and musicians, making more detailed comparisons across genres. They will get into groups and begin to create their own beats, lyrics and melodies.
Design Technology: Children will work with moving components (pulleys, belts, motors) to understand how they work. They will discuss the benefits and limitations of the materials they could use to create a WWI tank.
RSE: See above
P.E: The Summer Term sees the children continuing their tennis lessons. In tennis, children will recap how to use the backhand technique to hit the ball and work on game techniques.

MFL: Children will revisit their learning from last term including transactional conversations and simple past tense. They will also recap the French phonics.

Mini Quiz: Children will complete a quiz to recap their learning so far.

Vocabulary: Autocracies Alliance Annex Republic Nationalism Militarism Imperialism Colony Empire Ultimatum

Year 6 Spellings by term

Y6 Half term 1	Y6 Half term 2	Y6 Half Term 3	Y6 Half Term 4	Y6 HalfTerm 5	Y6 HalfTerm 6
aggressive	convenience	controversy	prejudice	sufficient	decided
awkward	mischievous	correspond	accommodate	determined	absolutely
desperate	committee	embarrass	accompany	explanation	education
disastrous	interrupt	especially	signature	pronunciation	information
temperature	interfere	exaggerate	foreign	programme	knowledge
relevant	attached	cemetery	apparent	shoulder	insignificant
variety	available	necessary	appreciate	sweltering	ecstatic
existence	average	sacrifice	persuade	sauntered	woeful
suggest	competition	hindrance	individual	equipped	dejected
lightning	conscience	nuisance	language	identity	unobtrusive

Maths

5 minutes of Times tables Rock Stars Daily (Tick each day).

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

Day 1 – Find the area of shapes, including triangles and parallelograms

Day 2 – Solve scale factor problems

Day 3 – Scaling: explore 'similar' shapes

Day 4 – Find the volume of a cube and a cuboid

Day 5 – Find percentages of amounts

Links for all 5 days

Mon-Fri PowerPoints Worksheets and Answers	https://www.hamilton-trust.org.uk/documents/26998/Maths_Y6_Week_3.zip
Helpful video links White Rose Maths Hub	https://whiterosemaths.com/homelearning/year-6/
BBC Bitesize Videos/guidance	https://www.bbc.co.uk/bitesize/collections/year-6-and-p7-maths-lessons/1

English


- Read for pleasure ~10 minutes.

Handwriting/Spelling

Choose 2-3 words from the spelling list. Write each word into a sentence or story. Not sure what it means? Check the internet or grab a dictionary! ☺

Y6 Half term 1	Y6 Half term 2	Y6 Half Term 3	Y6 Half Term 4	Y6 HalfTerm 5	Y6HalfTerm 6
aggressive	convenience	controversy	prejudice	sufficient	decided
awkward	mischievous	correspond	accommodate	determined	absolutely
desperate	committee	embarrass	accompany	explanation	education
disastrous	interrupt	especially	signature	pronunciation	information
temperature	interfere	exaggerate	foreign	programme	knowledge
relevant	attached	cemetery	apparent	shoulder	insignificant
variety	available	necessary	appreciate	sweltering	ecstatic
existence	average	sacrifice	persuade	sauntered	woeful
suggest	competition	hindrance	individual	equipped	dejected
lightning	conscience	nuisance	language	identity	unobtrusive

SPaG

	Oak National Academy Revisit your understanding of grammar and terms using the videos and resrouces.
	https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-grammar

Reading

Complete Reading Eggs Lessons daily.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

Vocabulary

Find a word to complete the vocabulary deconstruction grid.

<u>Antonyms:</u>	<u>Prefix:</u>	<u>Root word:</u>	<u>Suffix:</u>
<u>Synonyms:</u>	<u>Word:</u>	<u>Etymology:</u>	
<u>Definition:</u>			
<u>Sentences:</u>			

Vocabulary

Words of the Week. (2 per day) Chorus.

Here are the definition of two (What's the link?). Write them into your own sentence – include today's spellings for extra challenge!

Alliance

part of speech: Noun

Definition:

a group of people, countries, or groups that share certain goals and agree to work together.

*Students formed an **alliance** against the school bullies. The three countries formed an alliance during the war.*

Colony

part of speech: noun

inflections:

colonies

definition 1:

a place where a group of people come to settle which is under the control of their home country.

America was a colony of England before it became independent.

autocracies

alliance

annex

republic

nationalism

militarism

imperialism

colony

empire

ultimatum



Our writing is going to be based around this book. It is about a family fleeing conflict and trying to find a safe place to live.

Look closely at this image and complete the boxes below thinking about sights, sounds and smells the family will be experiencing.



I can see:-

Click to add subtitle

I can hear:-

Click to add subtitle

I can smell:-

Click to add subtitle

Vocabulary

Words of the Week. (2 per day)

Here are the definition of two (What's the link?). Write them into your own sentence – include today's spellings and/or yesterday's words for extra challenge!

empire

part of speech: noun

definition:

a group of nations or peoples under one ruler or government.
The Roman empire included lands throughout the Mediterranean world.

related words:

domain, kingdom

republic

part of speech: noun

definition 1:

a nation in which those who make the laws and run the government are elected by the people. *The United States is a republic.*

Word History

Republic comes from the Latin words, *res publica*. *Res* means "things" or "affairs." *Publica* means "public."

autocracies
militarism

alliance
imperialism

annex
colony

republic
empire

nationalism
ultimatum

Plot Point 1 – War Changes Everything

Key Learning – Repetition for effect



Thinking Side

Negative vocabulary for the effects of war e.g. destruction, trauma, pain, suffering, sirens, devastation, loss, chaos

Your Ideas

Click to add text



Writing Side

My sentence

Soon, there was nothing but fear, nothing but noise, nothing but chaos.

Your sentence(s)



Plot Point 1 – War Changes Everything

Key Learning – Short Sentence

Simile

Repetition for effect



Finally, this is my chunk of writing in full.

Every summer , we spent many weekends at the beach. We loved those carefree family days, with the sun blazing down and the birds flying freely above the clouds. Sadly, we never go there anymore because last year our lives changed forever. The war began. Darkness crept over us like a poisonous mist. Soon, there was nothing but fear, nothing but noise, nothing but chaos.

Write your chunk out in full (you can use copy (ctrl+c) and paste (ctrl+v) to speed things up.

Click to add text

Plot Point 1 – War Changes Everything

Key Learning – Write a short, abrupt sentence



Thinking Side

Words synonymous for war starting

e.g. bombs, trouble, fighting, turmoil

Your Ideas

Click to add subtitle

Gather past tense verbs for some of these

e.g. bombs - exploded, rained, annihilated / trouble - arrived, descended, kicked off / turmoil - reigned, gripped, took hold

Your Ideas

Click to add subtitle



Writing Side

Using yesterday's work, I have written an opening for our story. You may use this, or write your own. I have then written a short, abrupt sentence to show the start of the war.

Every summer , we spent many weekends at the beach. We loved those carefree family days, with the sun blazing down and the birds flying freely above the clouds. Sadly, we never go there anymore because last year our lives changed forever. The war began.

Your sentences

Click to add text



Vocabulary

Words of the Week. (2 per day)

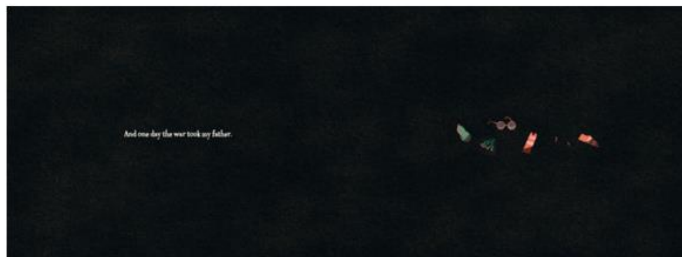
Here are the definition of two (What's the link?). Write them into your own sentence – include today's spellings and/or yesterday's words for extra challenge!

imperialism **part of speech:** **noun**
definition 1: a course of action that involves vigorously expanding a nation's power over other countries by any means necessary.
The leader's strategy of imperialism involves a war to take over the troubled nation. As a result of imperialism, a once prosperous nation has become the puppet of a tyrant.

nationalism **part of speech:** **noun**
definition: devotion to one's own nation; desire for one's nation to be successful or independent; patriotism.
A wave of nationalism swept the country after the attacks of September 11, 2001.

autocracies	alliance	annex	republic	nationalism
militarism	imperialism	colony	empire	ultimatum

Lost father / stolen dreams



The image above signifies the moment when the father dies. This is a defining moment when everything changed for the family.

Plot Point 2 – Lost father / stolen dreams

Key Learning – Comparatives and superlative



Thinking Side

Time adverbials that show it was a defining moment when everything changed for the family

e.g. After that time; From that point; From that day onwards.

Your Ideas

Click to add subtitle

Negative words that can be turned into comparatives and superlatives

e.g. dark, darker, darkest; sad, sadder, saddest; lonely, lonelier, loneliest; hard, harder, hardest

Your Ideas

Click to add subtitle



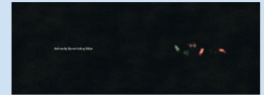
Writing Side

My Sentence

One day, the war took my father. From that day onwards, everything became darker and darker; it was the darkest time of our lives.

Your sentences

Click to add text



Plot Point 2 – Lost father / stolen dreams

Key Learning – Power of 3 abstract nouns for before & after father's death



Thinking Side

Positive abstract nouns

e.g. – hope, dreams, harmony, joy, happiness, contentment, laughter, warmth, comfort, security.

Click to add text

Negative abstract nouns

e.g. – trauma, turmoil, despair, devastation, uncertainty, anxiety, sadness, emptiness.



Writing Side

My sentence

Our world changed from light, peace and hope to emptiness, turmoil and despair.

Your sentence(s)

Click to add text

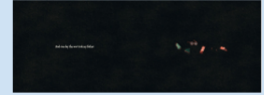


For our final sentence we are going to personify the darkness (imagine a grim reaper figure who stole away the children's father) – choosing a powerful verb for 'stealing' and explaining what was taken.

Don't forget, you can deepen the moment by using different senses or other literary devices.

Plot Point 2 - Lost father / stolen dreams

Key Learning - Personification and verb



Thinking Side

Gather violent verbs for the act of 'stealing'

e.g. snatched, robbed, ripped away, wrenched.

Click to add text

What was lost when Dad died?

Hopes, dreams, future, certainty, stability, foundations.

Click to add text



Writing Side

My sentence

The darkness snatched away my mother's dreams for our family.

Your sentence(s)

Click to add text

Vocabulary

Words of the Week. (2 per day)

Here are the definition of two (What's the link?). Write them into your own sentence – include today's spellings and/or yesterday's words for extra challenge!

annex

part of speech: verb

inflections: annexes, annexing, annexed

definition 2: to make part of an existing nation or city.
Germany annexed Austria in 1938.

synonyms: acquire, obtain

ultimatum

part of speech: noun

inflections: ultimata, ultimatums

definition:

a final statement of demands, esp. when issued with a threat of action if rejected, as in a diplomatic discussion.

The government issued an ultimatum to the protesters stating that they would be removed by force if they did not disperse immediately.

related words: command, demand

autocracies

alliance

annex

republic

nationalism

militarism

imperialism

colony

empire

ultimatum

A soothing influence



Think about how adults you know may be talking about the current pandemic. Whilst they continue to have normal conversations, you may overhear them talking about their worries.

During this time in our story, everyday adult conversations would be interspersed with troubled exchanges about the war.

Plot Point 3 – A soothing influence

Key Learning – Complex sentence

Rhetorical questions – power of 3

Alliteration



Finally, this is my chunk of writing in full.

However, there were some moments that felt normal, especially when Sanna visited. My mother became animated again as she chatted about the poor selection of biscuits at the local shop, although I knew I shouldn't be listening when Sanna lowered her voice and said, "You must leave quickly before they come." Who are 'they'? What's happening now? Are we really leaving? Questions strangled my mind. Sanna soothed our souls with talk of rippling rivers, majestic mountains and silent skies.

Write your chunk out in full (you can use copy (ctrl+c) and paste (ctrl+v) to speed things up.

Click to add text

Vocabulary

Words of the Week. (2 per day)

Here are the definition of two (What's the link?). Write them into your own sentence – include today's spellings and/or yesterday's words for extra challenge!

autocracies **part of speech:** **noun**
inflections: autocracies
 rule by one person with absolute power; despotism.
The republic fell and was replaced by
definition 1: *autocracy*; **synonyms:** absolutism, despotism, tyranny **antonyms:** democracy **similar words:** autarchy, authoritarianism, monarchy

part of speech: **noun**
 militarism **definition 1:** a policy that emphasizes military strength and preparedness.
 excessive dominance or control of government by a military class.
 a policy of pursuing control of other countries by means of military force.
 Hitler has now become the symbol of the return of German militarism.

autocracies	alliance	annex	republic	nationalism
militarism	imperialism	colony	empire	ultimatum

A sad goodbye



With the father gone, the mother has made the decision to move the family to the safety of another country. They are packing up all their things.

Plot Point 4 – A sad goodbye

Key Learning – Coordinating clauses



Thinking Side

Gather words and phrases meaning 'leave'

go, move, depart, run, flee, say goodbye.

Your Ideas

Click to add subtitle

We are going to use the coordinating conjunction 'but' to link the main clauses in three sentences – e.g. We didn't want to leave but we had no choice.

Remember, you can use the opening sentence (I could see it in mother's eyes...) or write your own.



Writing Side

My Sentence

I could see it in mother's eyes – it was time to say goodbye.
We didn't want to leave but we knew we had to. We didn't want to go but we couldn't stay. We didn't want to say goodbye but this was our only hope.

Your sentences

Click to add text

A sad goodbye



We are going to describe the packed up items in the passive voice. Remember, we can check that we have used passive voice correctly if we can add 'by zombies' on the end of the sentence and it still makes sense!

Then, we will add another sentence about the family's lives being in tatters or on hold.

Plot Point 4 – A sad goodbye

Key Learning – Passive voice



Thinking Side

Collect 'packing' verbs

e.g. loaded, filled, piled, stocked, stacked, stuffed, crammed.

Click to add subtitle

Make a list of different storage/travel items

e.g. bags, boxes, crates, chests, trunks, suitcases.

Click to add subtitle

Think about how we could use metaphors (a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison) to describe the family's lives being reduced to a pile of boxes

in tatters, on hold, in storage, trapped, confined, in transit, in limbo.



Writing Side

My sentence

The bags were packed, the crates were piled up and the suitcases were stacked. Our lives were in boxes and our hopes were in tatters.

Your sentence(s)

Click to add text

Science

<https://classroom.thenational.academy/lessons/what-is-light-c4w30d>

Complete the following lesson.

What is light?

In this lesson we are going to learn about light and dark. We will learn where light comes from and how we can see it. We will also learn about what causes things to be dark. You will need a piece of paper and a pencil.

the rest of this lesson with a trusted adult nearby who can support.

History

TWENTIETH CENTURY CONFLICT

YEAR 6



Knowledge Organiser • Twentieth Century Conflict - World War I • Year 6

Vocabulary

Blockade	Blocking the ports of a country with ships to stop them getting supplies.
Bolsheviks	A group of communists who overthrew the Russian monarchy in 1918.
Mobilisation	When a country prepares for war.
Schlieffen Plan	A German strategy to quickly invade France then attack Russia.
Trench Warfare	Form of fighting where two sides dig trenches opposite each other.
Propaganda	Information designed to persuade people of something, often biased or untrue.
Rationing	Limiting the amount of food or other goods people receive.
Western Front	The long line of trenches stretching from the English channel to Switzerland.
Reparations	Money to be paid by the losers after a war.

The Two Sides

The Allied Powers/ Triple Entente	France, The United Kingdom, Russia (1914-1917), Italy (1915-1918), The USA (1917-1918), + many others
The Central Powers/ Triple Alliance	Germany, Austria-Hungary, The Ottoman Empire, Bulgaria, + others

Important People

David Lloyd George	Prime Minister of Great Britain
Kaiser Wilhelm II	Emperor of Germany
Archduke Franz Ferdinand	Prince of Austria-Hungary
Georges Clémenceau	Prime Minister of France
Woodrow Wilson	President of the USA
Vladimir Lenin	Bolshevik leader and Head of Soviet Government
Franz Joseph I	Emperor of Austria and King of Hungary
Adolf Hitler	Austria soldier who fought on the Western Front.

Timeline of Events

1871	After defeating France in the Franco-Prussian war, Germany unites into a great empire.
1908	Austria-Hungary annexes Bosnia, upsetting Serbia.
28 June 1914	The prince of Austria-Hungary, Archduke Franz Ferdinand, is assassinated by a Serbian Terrorist.
28 July 1914	Austria-Hungary declares war on Serbia.
30 July 1914	Russia, an ally of Serbia mobilises its army.
1 Aug 1914	Germany, an ally of Austria-Hungary, declares war on Russia.
3 Aug 1914	Germany declares war on France and invades Belgium.
4 Aug 1914	Great Britain declares war on Germany.
Sept 1914	Fighting on the Western Front begins.
7 May 1915	A German submarine sinks the Lusitania.
Sept 1915	Britain uses tanks for the first time in battle.
1 July - 8 Nov 1916	The Battle of the Somme.
6 Apr 1917	US declares war against Germany and enters WW I fighting alongside Britain and France.
4 Mar 1918	Russia signs a peace treaty with Germany after the Bolshevik revolution.
Mar-Nov 1918	A series of American led offensives drive the Germans back.
9 Nov 1918	Kaiser Wilhelm II abdicates. Two days later Germany surrenders and an armistice is signed.
28 June 1919	The victors sign the Treaty of Versailles, making Germany accept full responsibility for the war and pay billions of pounds in reparations.

What caused the First World War to break out?

Term	Definition
Treaty	A formal agreement between two or more countries.
Alliance	When two or more countries agree to work together, especially to defend each other if either is attacked.
Balkans	A group of countries in Eastern Europe
Central Powers	Germany and Austria-Hungary, the Ottoman Empire and Bulgaria.
Ultimatum	A final demand, which will result in a consequence if not met.
Encirclement	When a force or target is surrounded.
19th century	The years 1800-1899.
Unification	The process of different countries or states being united, or brought together into one big country or state.
Foreign policy	A country or government's plan of how to deal with other countries.

Europe before the war

The First World War, sometimes called 'The Great War' (1914-1918) did not have just one cause. It was far more complicated. The war broke out as a result of a range of factors (events or facts that need to be considered) occurring in the late nineteenth and early twentieth century.

First, there was the unification of Germany in 1871. Before this date, Germany had been made up of lots of smaller states. The most powerful was a kingdom in the north called Prussia, which tried to persuade German states to join up into a single German Empire.

Afraid that this new state would become too powerful, France declared war on Prussia, in 1870. All of the German states, led by Prussia, came together to fight France. In 1871 the French were defeated, and Germany was unified, taking lots of French land.



1. Why were relations between Germany and France poor in the late 1800s?

Although the King of Prussia, Wilhelm I, became the Emperor of the new Germany, it was Otto Von Bismark who became the first Chancellor (head of the government) and who is credited with unifying Germany. Bismark was Chancellor from 1871 to 1890. During this time he made lots of alliances with other countries in Europe, especially the Triple Alliance between Italy and Austria Hungary in 1888.

After its unification, the other countries in Europe were worried about how powerful Germany was becoming. France, in particular, wanted to make sure it could protect itself, so began to form alliances and treaties with other countries in Europe.

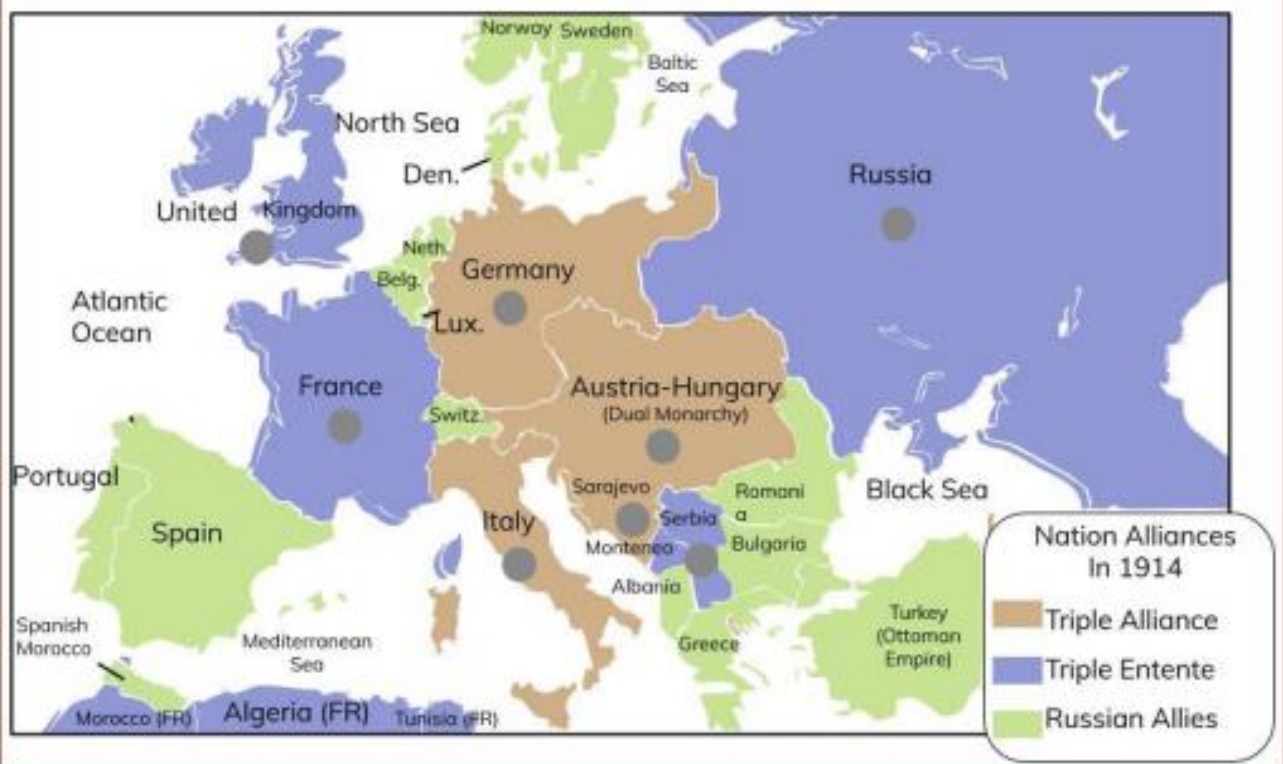
In 1893 Russia and France signed the Dual Alliance and agreed to protect each other. When Germany started to build up its navy, Britain felt very threatened. Since Henry VIII Britain had commanded the biggest Navy in Europe, and were worried that Germany may be preparing to attack Britain.

This led Britain to sign a treaty with France and Russia in 1904 to agree to protect each other. This meant that Germany felt encircled (surrounded) and, that the other countries were preparing to attack. Relations across Europe were now very tense.



2. Use the map to describe the alliances between different countries in Europe. Can you summarise with your partner why these different countries had chosen to team up?

EUROPE 1914



Trouble in the Balkans

It wasn't only in central and western Europe that tensions were high. There were also problems in the southern Eastern European countries known as the Balkans. The empire of Austria-Hungary was in conflict with Serbia, a country in the Balkans.

Austria-Hungary saw Serbia as a big threat to its stability. So to try and control this, Austria-Hungary annexed (took over the territory of) Bosnia, which was also in the Balkans, in 1908. Serbia wanted to unify the people of the Balkans so was very angry that Austria-Hungary had done this. As a result, a terrorist group from Serbia planned the assassination of the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand.

On the 28th June 1914 a 19-year-old called Gavrilo Princip shot him whilst he was visiting Serbia. Immediately countries across Europe were forced to take sides between Austria-Hungary and Serbia. Russia was a supporter of Serbia and on 5th July Germany promised Austria full support against Serbia. If either backed down, they would lose credibility and prestige as great powers.



The arrest of Gavrilo Princip.



2. Why was Archduke Franz Ferdinand assassinated?

Germany joins the war

Germany's ambitions and its increasing fear of encirclement drove its foreign policy. The preservation of the of its alliance with Austria-Hungary became very important in order to make Germany feel safe and powerful.

Austria-Hungary knew it had the backing of the Germans, so it issued an ultimatum (a final demand) to Serbia which Serbia did not agree to. As a result, on 28th July 1914 Austria-Hungary declared war on Serbia with Germany's support. In support of Serbia, Russia also began to mobilise its army.

Germany had one war plan which was to knock out Russia quickly before it could get fully armed and then it would turn its attention to France. Worried that Russia would mobilise its army before it could take them down, on 31st July Germany sent an ultimatum to Russia telling them to stop preparing their army.

Russia ignored this and as a result Germany declared war on Russia. Because of the agreement signed in 1908 this brought France into the war as well.



3. At this point, which countries were now at war with each other?

_____	_____
_____	VS _____
_____	_____

What about Britain?

Britain was not required to get involved in the war and there was no public support for them to do so. Many people did not want to fight and thought that Britain should not get involved. From 24th July 1918, Britain's Foreign Secretary Sir Edward Grey tried to negotiate peace across Europe. France agreed to his proposals, but Germany did not.

Germany asked Britain to promise that it would stay neutral in the event of war and Britain said it would not. This further increased tensions across Europe. Britain then began to mobilise its army and the government agreed that if Belgium was violated (unfairly attacked) they would get involved in the war in Europe.

On the 2nd August 1914 Germany demanded that Belgium let them send their troops through Belgium so that they could attack France. Belgium refused, but Germany sent their troops anyway. As a result, Britain declared war on Germany.



4. Discuss the events leading up to the First World War, and put them into your own words. Try to add extra information that you have learnt.

28 June: Franz Ferdinand shot

28 July: Austria threaten to declare war on Serbia unless it meets certain demands

29 July: Russia had promised to protect Serbia, and began to prepare for war

1 Aug: Britain mobilised the Navy ready for war. Germany declared war on Russia.

3 Aug: Germany declared war on France.

4 Aug: Germany invaded neutral Belgium. Britain declared war on Germany.

6 Aug: Austria declared war on Russia.

12 Aug: Britain and France declared war on Austria.

The German diplomat to Britain, Arthur Zimmerman, said in 1914, "this damned system of alliances ... the curse of modern times."

Do you think that alliances were to blame for the First World War, or were any of the other factors more important?
























French

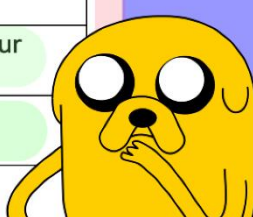
Revisit French Phonics. Then work on having a conversation with a partner or family member.

Follow link for this week's lesson.

French: Recap and conversations

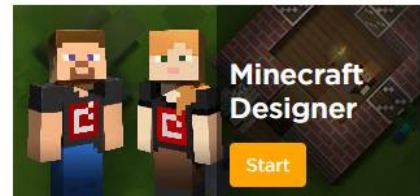
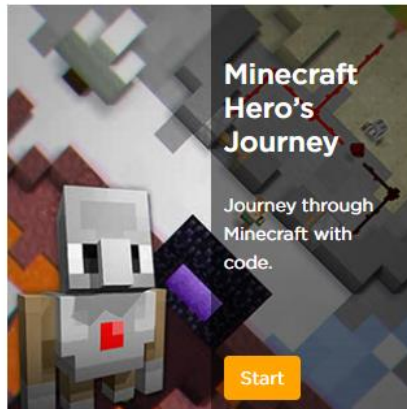
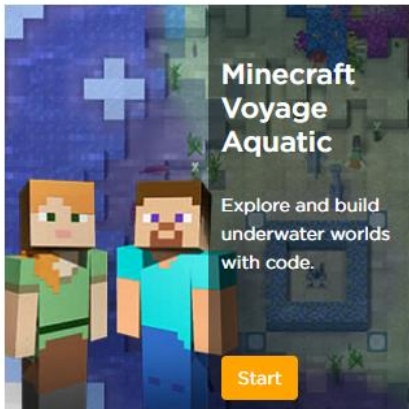
<https://www.bbc.co.uk/bitesize/topics/z74gcqt/articles/zyvnm39>

1.  a a / à	2.  on an / en / on	3.  k q / qu / c / k	4.  sssh ch	5.  eeuh e *
6.  ay é / er * / es / ez / et / ai *	7.  (h)er eu / oeu	8.  guh g	9.  juh ge / j	10.  nyuh gn
11.  eee i / y	12.  an in / ain	13.  au o / au / eau	14.  wa oi	15.  ooo ou
16.  grr r / rr	17.  sss s / ç / c + e / c + i	18.  t t / th	19.  (n)ew u	<p>H is silent at the start of a word.</p> <p>French consonants at the end of words are silent except</p> <p>C, F, L, R.</p> <p>Remember</p> <p>Clear French Language Rules.</p>
20.  uh un	21.  zzz z	22.  eean ien	23.  air ei / ai * è / é er *	

	Hello!	Bonjour Salut	Good day Hi
	How are you?	Comment ça va? Ça va très bien! Ça va comme ci, comme ça. Ça va bien, merci. Ça ne va pas bien. Ça va mal.	How are you? I'm very well. So, so. Good, thank you. Not so good. Bad.
	What's your name?	Comment t'appelles-tu? Je m'appelle...	What are you called? I am called ...
	How old are you?	Quel âge as-tu? J'ai ... ans. Et toi?	What age are you? I am (have) ... years. And you?
	Colours	What is your favourite colour?	Quelle est votre couleur préférée?
	Animals	What is your favourite animal?	quel est votre animal préféré?
	Good bye	Au revoir à bientôt	Good bye See you soon

Computing

As we'll be doing Minecraft coding in school, use these Minecraft themed tutorials to practice the same skills.



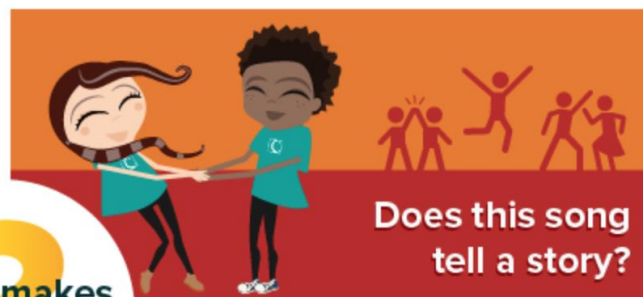
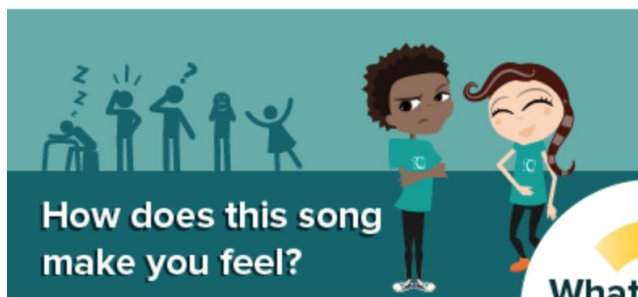
<https://code.org/minecraft>

Music

- Happy is a song written, produced and performed by the American singer and producer Pharrell Williams. It is also featured in the film, Despicable Me 2. Happy is from Pharrell's second album, Girl (2014).
- Happy is a Pop song that has a Soul music sound and groove from the 1960s, very much like a Motown song (see Dancing In The Street Unit of Work). A 24-hour video was made to accompany the song showing people dancing and being generally happy!
- Happy was the most successful song of 2014.

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwilnunx0cjvAhWxp3EKHVfBAxQQyCkwAHoECAIQAw&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Dy6Sxv-sUYtM&usg=AOvVaw3ZfiAD8TH7BP2jEbwAgFXN>

Listen and Appraise - Happy



What makes you happy?



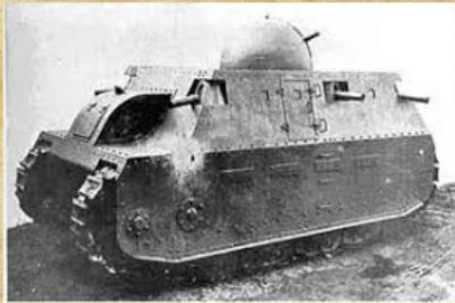
Did the tempo stay the same all the way through the song?



Design and Technology

Over the next few weeks, we will be researching and creating our own WWI tanks.

L.O. To research the types of tanks used in WW1.



You will use the ipads to conduct your own research into the types of models of tanks used during WW 1.

This is because you will be designing and making your own WW 1 model tanks.

You will need to use this time carefully to ensure that your model is as realistic as possible to the original tanks used.



You can make either an ally tank or German tank.

But there are certain areas you must research before you start designing.



Types of tanks.

How effective they were.

How they moved.

Special features.

What they were used for.

These are the sub-headings I would like to use in order to organise your research.

You can set this out in your books however you wish.



Use these QR codes for helpful websites



<https://www.bbc.co.uk/bitesize/clips/z2svkqt>

PE

Get plenty of fresh air and exercise, if you can

An introduction to running, jumping and throwing

Children will be involved in activities introducing running stride, basic throwing actions & simple stretches as part of a cool-down. Please note this lesson will require some physical exercise and additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson. Parents and carers are responsible for supervising activities where required and for seeking medical advice in advance if your child has a medical condition that may prevent them taking part in physical activity.

<https://classroom.thenational.academy/lessons/linking-jumps-and-throwing-with-a-pulling-action-64wk8e>