

Year 6

Key Aim – Through this theme/topic, we aim for pupils to understand what life was like during World War Two, particularly for those on the home front.

Key facts:

- World War 2 lasted from 1939 to 1945.
- It was a global military conflict, which was fought between the Allied powers of the United States, United Kingdom, and Soviet Union against the Axis powers of Germany, Italy, and Japan, with their respective allies.
- The Allied powers sought to stop Nazi Germany in its conquest for European domination.
- The war was sparked when the Nazis invaded Poland, leading to France and the United Kingdom declaring war on Germany.
- It is estimated that 6 million Jews died in the reign of Hitler, what was later to be called the Holocaust.
- The war affected those left at home (on the Home Front), not just the soldiers who were away fighting.
- The government created propaganda to encourage people on the Home Front to contribute to the war effort.
- Children, pregnant women and disabled people were evacuated to prevent loss of lives.
- Blackout measures were put in place to protect the citizens so that they were not targets of Nazi bombs.

Key Concepts and Skills:

- Understand and explain the importance of the Home Front and know how it became a significant turning point in British history.
- Devise historically valid questions about change, cause, similarity and difference, and significance.
- Know that knowledge of the past is constructed from a range of sources.

Key Vocabulary:

Air raid, Anderson Shelter, Allies, ARP warden, Axis Alliance, Blackout, Blitz, Concentration camp, D.Day, Evacuee, Gas mask, Holocaust, incendiary bomb, 'Make do and mend', Morrison Shelter, Nazi, Propaganda, Rationing, soldier, Swastika,

Quality Texts to Inspire

Us:

- The Silver Sword by Ian Serrailier
- The Lion and the Unicorn by Shirley Hughes
- The Diary of Anne Frank
- Now, After, Then , Once, and Soon by Morris Gleitzman (A series of 6 books)
- Newspaper Reports and Diary entries from The Longest Night

YEAR 6 World war 2

- **Outcome:**
To identify ways in which the life of those on the home front was affected during ww2.



As **Readers**, we will:

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and reading for a range of purposes
- identify and discuss themes and conventions in and across a wide range of writing
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Key Texts:

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As **Writers**, we will:

- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- note and develop initial ideas, drawing on reading and research where necessary
- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining
- proof-read for spelling and punctuation errors

Key Vocabulary:

Fronted adverbials, subordinate, main and relative clauses, conjunctions, semi colons, headings, subheadings, captions

Must Haves:

Joined, legible handwriting, capital letters for proper nouns, full stops, commas for clauses and for lists.

As **Mathematicians**, we will:

- Solve ratio problems involving the relative sizes of two quantities
- Solve problems involving the calculation of percentages
- Solve problems involving similar shapes where the scale factor is known or can be found
- Through the topic of algebra, use simple formulae
- Express missing number problems algebraically
- Find pairs of numbers that satisfy and equation with two unknowns
- Find the area and perimeter of different shapes, including compound shapes
- Know the formula for finding the area of a triangle and a rectangle
- Know the formula for calculating the volume of 3d shapes
- Interpret and construct pie charts, bar charts, line graphs and pictograms
- Calculate and interpret the mean as an average

Key Vocabulary:

addend, composite number, denominator, digit, dividend, divisor, factor, imperial, improper fraction, Integer, metric, multiple, negative number, numerator, operation, prime number, product, rounding, square number, sum, unit fraction,

As **Scientists**, we will:

- Explore making electrical circuits and drawing circuit diagrams using scientific symbols
- Know that batteries are a store of energy
- Know that current is how much energy is flowing around a circuit
- Know that when current flows through wires, heat is released.
- Identify the different sections of the heart
- Know that the heart is the muscle and is used to pump blood around the body
- Complete investigations to explore which exercises cause the pulse rate to increase the most
- Recognise that the circulatory system involves a connection between the heart and the lungs
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables
- Take measurements using a range of scientific equipment

Key Vocabulary:

Artery, atrium, battery, circuit, circulatory system, conductor, constant, current, insulator, pulmonary, switch, valve, variable, vein, vena cava, ventricle voltage

As **Historians** we will:

- Understand and explain the importance of the Home Front and know how it became a significant turning point in British history.
- Devise historically valid questions about change, cause, similarity and difference, and significance.
- Know that knowledge of the past is constructed from a range of sources.
- Recognise connections, contrasts and trends over time.

Key Vocabulary:

Air raid, Anderson Shelter, Allies, ARP warden, Axis Alliance, Blackout, Blitz, Concentration camp, D.Day, Evacuee, Gas mask, Holocaust, incendiary bomb, 'Make do and mend', Morrison Shelter, Nazi, Propaganda, Rationing, soldier, Swastika,

As **Designers and Artists**, we will:

- Investigate and analyse a range of existing products.
- Select from and use a wider range of tools and equipment to perform practical tasks.
- Use research and develop design criteria to inform the design of innovative, functional and appealing products which are fit for purpose.

Key Vocabulary:

fabric, materials, needle, seam allowance, sequins, stitch, template, thread, wadding,

As **Computer Technologists** we will:

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Key Vocabulary:

digital footprint, password, PEGI rating, screen time, spoof website,

In **PE** we will:

- develop flexibility, strength, technique, control and balance through our gymnastics work, incorporating wall bars.
- perform dances using a range of movement patterns, with a focus on ww2 style dance.
- play competitive games involving tag ruby skills, applying basic principles suitable for attacking and defending.
- Use striking and fielding techniques to take part in small group games of rounders.
- To throw and catch accurately.

Key Vocabulary:

Attacking, balancing, canon, controlling, defending, dribbling, flexibility, marking, possession, rhythm, tactics, unison

In **PSHE** we will:

- learn about prejudice and discrimination, reflecting on the meaning of the words and considering examples.
- Identify acts of discrimination
- Learn how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups

Key Vocabulary:

discrimination, prejudice, stereotypes,

As **Musicians**, we will:

- Play tone chimes as a class ensemble including the use of chromatic notes, using correct technique and following complex notation in challenging time signatures.
- Compare and contrast different arrangements of the same music.

Key Vocabulary:

Composition, cords, dynamics, harmonies, instruments, lyrics, melody, percussion, pitch, rhythm, scales