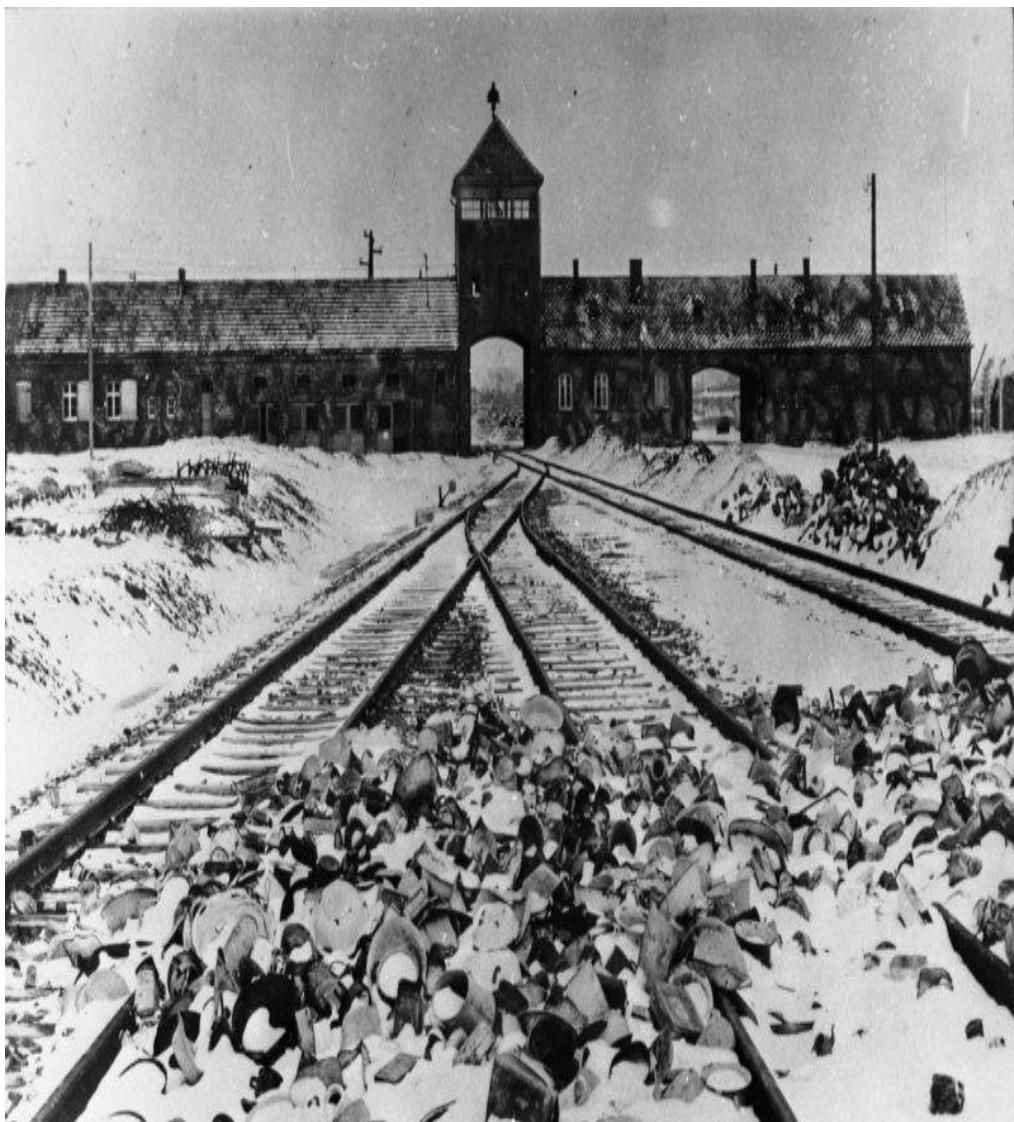




# **Year 6 - Autumn**

# **Why do we still remember WWII?**





# Year 6

## Spring – Why do we still remember WWII?

### Intent: The Why Behind our Topic

### Rationale

Why do we still remember WWII? will give children an in-depth insight into changes which occurred during WW2 and its impact on Britain, human history and societal development. Children will study how wars not only affect us, but those around us. It is especially important for to study World War II because it involved so many different countries. Children will understand how history shapes us. We learn from history about our society today and how it came to be - and how wars play a huge factor. When children study World War II, they analyze and learn about how the war started. Why do wars start in the first place? What are the motives of war? How do they end, and what are the political, social, and economic impacts of a war? Why was there a World War II not long after World War I? These will be linked to wars going on all around us in the present day, (i.e. Afghanistan, Syria) By studying World War II, children will learn important events such as the Holocaust. They will learn why countries chose to be on the Axis and Allied sides of the war, and how these relationships were built over time. The biggest reason why students should study about wars like World War II, are so that they can be knowledgeable about the atrocities and costs of war, and how we as a country and society can try to avoid wars in the future. Through these aims the children will experience becoming: a historian, a geographer, a scientist, an artist and a designer.

**Key Curriculum Areas:** History, Geography, Art, DT, Science.

**We will meet the S&L needs of our children by:** Providing opportunities for debates and discussions, giving children relevant key historical and geographical vocabulary – events, places, changes, key figures, see word bank for topic related words.

**We will allow children to understand cultural differences and break down stereotypes by:** Acceptance of different religions and beliefs over time, was it right to change a country's religion? Was it right to invade a country? Heritage of people from in this country – During WW2 there was mass migration which affected the people from all corners of the world. This included increased immigration to Britain or the Commonwealth; this will help enable the development of understanding of immigrants and acceptance.

**We will meet the SEMH needs of our children by:** Changing perceptions of people from different backgrounds, social class, cultures and religions. The adaptations of the working and upper classes regarding health and well-being.

**We will meet the socio-economic disadvantages of our children by:**  
Trip/experience –

#### Purposeful Outcome:

**Most children will be able to** explain the impact the WW2 had on Britain and our perceptions of religion and race.

**Some children will be able to** critique the perceptions of the impact made to people's lives in Britain then and its relationship with Britain now.

**Golden strands – These core strands will thread through the History and Geography curriculums and be repeated each year to allow for progression and continuity. As the children revisit each strand, they will build on previously taught learning and develop their understanding, knowledge and sense of their own identity within our social, political, cultural and economic background.**

#### History

Childhood  
Diversity  
Legacy / discoveries  
People in power / leaders

#### Geography

How far is it from Hunslet and how could you travel there?  
What is it like to live there compared to living in Hunslet?  
How and why is it connected to Hunslet?



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### Intent: Topic-developed NCS Requirements

Subject	NCS Requirements
History	<p>Class teaching teams to complete – This influences what happens in the skeleton coverage and MTP. These should be taken directly from the National Curriculum Documents for these subjects:</p> <ul style="list-style-type: none"><li>• Children should understand how our knowledge of the past is constructed from a range of sources.</li><li>• Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li><li>• Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li><li>• Pupils should note connections, contrasts and trends over time.</li><li>• Pupils should develop the appropriate use of historical terms.</li></ul>
Geography	<p>• Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (<b>Taken from the Aims of the National Curriculum for Geography</b>).</p> <p><b>• Locational Knowledge</b></p> <ul style="list-style-type: none"><li>• - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li><li>• - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li></ul> <p><b>• Human and Physical Geography</b></p> <ul style="list-style-type: none"><li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li></ul> <p><b>Taken from Subject Content from the National Curriculum</b></p>
Science	<ul style="list-style-type: none"><li>• To become proficient in drawing techniques.</li><li>• To improve their mastery of art and design techniques, including drawing, with a range of materials.</li><li>• To improve their mastery of art and design techniques with a range of materials – textiles.</li></ul>
Art	<ul style="list-style-type: none"><li>• To become proficient in sculpting techniques.</li><li>• To improve their mastery of art and design techniques, including sculpting with a range of materials.</li></ul>
DT	<ul style="list-style-type: none"><li>• Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</li><li>• Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</li><li>• Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</li></ul>
Writing	<p><b>Talk for Writing Units:</b></p> <p>F – Meeting Tale Character Flaw Tale NF – Recount Text P – Description</p>



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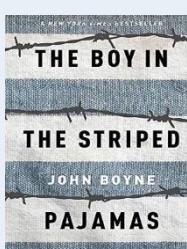
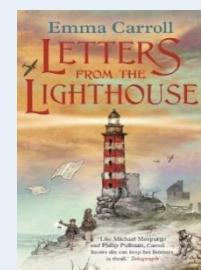
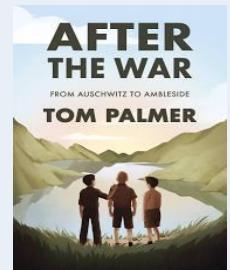
Subject	NCS Objectives
History	<ul style="list-style-type: none"><li>Start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li><li>Show an awareness of the concept of propaganda;</li><li>Recognise when they are using primary and secondary sources of information to investigate the past;</li><li>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li><li>Accurately use dates and terms to describe historical events;</li><li>Understand and describe in some detail the main changes to an aspect in a period in history;</li><li>Identify and note connections, contrasts and trends over time in the everyday lives of people</li></ul>
Geography	<ul style="list-style-type: none"><li>Use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li><li>Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</li><li>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</li><li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li></ul>
Art	<p><b>Artist -</b></p> <ul style="list-style-type: none"><li>To become proficient in drawing techniques.</li><li>To improve their mastery of art and design techniques, including drawing, with a range of materials.</li><li>To improve their mastery of art and design techniques with a range of materials – textiles.</li></ul>
DT	<ul style="list-style-type: none"><li>To become proficient in sculpting techniques.</li><li>To improve their mastery of art and design techniques, including sculpting with a range of materials.</li></ul> <ul style="list-style-type: none"><li>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</li><li>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</li><li>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</li></ul>
Vocabulary	



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### Implement: Topic-developed NCS Requirements

	Medium Term Coverage
Week 1:	<p><b>The key curriculum objectives will be met through:</b></p> <p><b>History:</b> Examine causes and results of great events and the impact these had on people; Show an awareness of the concept of propaganda; Know that people in the past represent events or ideas in a way that may be to persuade others; find and analyse a wide range of evidence about the past; Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer; Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Accurately use dates and terms to describe historical events; Understand and describe in some detail the main changes to an aspect in a period in history; Identify and note connections, contrasts and trends over time in the everyday lives of people; Use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p>
Week 2:	<p>Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children; Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.</p>
Week 3:	<p><b>Geography:</b></p> <p><b>Topic Week 2 – Art &amp; DT:</b></p> <p><b>TBC:</b></p> <p><b>Experiences:</b></p> <p><b>Tom Palmer the author coming in to school to talk to both classes about his book “After the War,” on Friday 5<sup>th</sup> February @ 1:30.</b></p> <p><b>Possible visit to local church (lockdown/evacuation church) as part of a mock evacuation – all children to imagine they are evacuees for the day.</b></p>
Reading and Writing	<p><b>Class Books</b> - Boy in the Striped Pyjamas (John Boyne); Letters From the Lighthouse (Emma Carroll); After The War (Tom Palmer)</p> <div style="display: flex; justify-content: space-around;">    </div> <p><b>Shared Reading</b> – Extracts from: Boy in the Striped Pyjamas and Letters from the Lighthouse. Non-fictional excerpts various texts to compare to fictional shared-reading.</p>



# Year 6

## Autumn – Why do we still remember WWII?

Implement: Topic-developed NCS Requirements

Short Term Plan	
Week 1:	<p>The key curriculum objectives will be met through:</p> <p>History &amp; Geography:</p>
Lesson 1:	<p><u>L1 History Objective: Examine causes and results of great events and the impact these had on people:</u></p> <p>WHY: Hook to launch the lesson – listen to Chamberlain's announcement saying we are now at war with Germany. Have this happen as an interruption to another lesson, eg. Handwriting or Fin5.</p> <p>Go over the reasons war was declared, who was involved in the war, who were the allied countries, key dates. Use PowerPoint – Events leading up to WWII.</p> <p>Activity – Create KWL Grid / questions they want to find answers to. -Write the key reasons why the war started, who was involved.</p>
Lesson 2:	<p><u>L2 History Objective: Examine causes and results of great events and the impact these had on people.</u></p> <p><u>Geography objective: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</u></p> <p>WHO: Using maps to identify the locations of the allied and axes countries. How far is London from Hunslet? How far is Germany from Hunslet? Mark Leeds/Hunslet on our maps.</p> <p>Activity – Children create own maps of the countries involved.</p> <p>WHO: Key figures on both sides – leaders, who they were, what they believed.</p> <p>Activity – Free write – Write about one of the leaders in chosen style: diary entry, biography, letter etc.</p>
Lesson 3:	
Lesson 4:	
Lesson 5:	
Lesson 6:	
Lesson 7:	
Lesson 8:	



## Year 6

# Autumn - Why do we still remember WWII? Implement: Topic-developed NCS Requirements

Short Term Plan	
Week 2:	The key curriculum objectives will be met through:  Art and DT – not done due to lockdown. We instead covered more of history and geography via ClassKick.
Lesson 1:	History done instead on ClassKick and in Y6 Bubble
Lesson 2:	<u>L1: History Objective: Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Accurately use dates and terms to describe historical events;</u> Children research the key events from WWII and create a chronologically ordered timeline.
Lesson 3:	
Lesson 4:	<u>L2: History Objectives: Use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</u> <u>Examine causes and results of great events and the impact these had on people;</u> Children learn about the Holocaust and then write a newspaper article as if they were a journalist reporting on the Holocaust at the end of WWII.
Lesson 5:	
Lesson 6:	
Lesson 7:	<u>L3: Children solve a WWII cryptogram – cross-curricular skills link to Mathematics and problem solving. Re-cap and learn key events/facts from WWII as part of process.</u>
Lesson 8:	<u>L4: History Objectives: find and analyse a wide range of evidence about the past; Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer;</u> Children research a key event from WWII timeline and create their own fact file about it. Children have to choose appropriate historical sources of evidence and decide which websites and/or books are appropriate to use as secondary sources.  <u>L5: Free Write – Children write in their own chosen style/genre about a WWII related picture/photograph.</u>
Experience:	Armley Mills Cotton Factory



## Year 6

# Autumn - Why do we still remember WWII?

## Impact: Subject Leader and Teacher Evaluation

### Why do we still remember WWII??

#### Teacher General Review of Topic:

This fantastic topic was, unfortunately, hugely impacted by lockdown and online learning. We would have loved to have been able to go more in-depth with this topic and try to answer the questions from the KWL grids that the children asked. The children have loved this topic and we're therefore going to continue our guided reading and class reading books to be based around WWII.

#### Subject Specific Review of Topic:

**History:** All of the history objectives that we managed to cover were done well, such as organising key dates chronologically. History was definitely the main area covered through this topic.

**Geography:** Our geography was only covered briefly when we looked at the Allied and Axis countries, then did some map work looking at Europe and where the countries were. We identified where London, Leeds and Berlin were on the maps.

**Science:** Did some light work and then made connections between Hitler's ideal human race and the idea of selective breeding/genetics.

**Art:** Not covered due to lockdown

**DT:** Not covered due to lockdown

#### Curriculum Coverage – Assessment Evaluation

##### History:

##### Geography:

##### Science:

##### Art:

##### DT: