

Year 6: Spring
What would a world without war look like?

Art and Design
Art and Design: WW2 propaganda posters.
Art: Printing using inspiration from Andy Warhol
DT: Design and create a poster for a specific purpose.
Take inspiration from previous designs and use them in our work.

Geography
Europe:
Countries
Cities
Cultures

History
A study of British history beyond 1066:
WW2

Literacy
Create vivid descriptions of experiencing The Blitz.
Writing in the first person inspired by our class novel.
Writing like a journalist.
Writing a balanced argument to discuss an issue.

PSHE
To know how to respond to a wide range of feelings.
To be able to reflect on own personal values and beliefs.
To know how to respond to acceptable/unacceptable physical contact.
To learn some comprise strategies to resolve disputes.

Music
Understand how music can be used to boost morale.
Swing music

Computing
Program a set of traffic lights.

Maths
Compare, order, add, subtract, multiply and divide fractions and decimals
Calculate the area and perimeter of shapes
Describe positions on the full coordinate grid
Interpret, construct and solve problems with charts and graphs

Science
Investigating how light works
The impact of the absence of light in WW2

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Literacy

Writing Planning

- ✓ Identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- ✓ Develop characters & settings inspired by the reading pupils have done independently and as a class.
- ✓ Making notes and developing initial ideas, researching where necessary.

Draft & Write

- ✓ selecting appropriate grammar & vocabulary, understanding how such choices change and enhance meaning
- ✓ in narratives, describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action
- ✓ Use a wide range of devices to build cohesion within and across paragraphs. For example, by using:
 - Relative clauses, adverbials, conjunctions and connectives, pronoun/noun variation.
- ✓ Using organisational/presentational devices to structure text and guide the reader [for example, headings, bullet points, underlining].
- ✓ Use the correct tense consistently in writing.
- ✓ Recognise the difference between formal and informal language and use contracted forms to convey informality along with colloquial language.
- ✓ Use a variety of sentence lengths, structures or subjects.
- ✓ Use an age-appropriate dictionary to check spelling & use a thesaurus.
- ✓ Précising longer passages.

Evaluate & Edit

- ✓ proof-read for spelling and punctuation errors
- ✓ assessing the effectiveness of their own and others' writing
- ✓ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ ensuring the consistent and correct use of tense throughout a piece of writing
- ✓ Perform compositions using intonation, movement and volume to clarify meaning.

Grammar

- ✓ Use brackets, commas and dashes for parenthesis.
- ✓ Use semicolons and colons between independent clauses as well as using colons for lists.
- ✓ Use inverted commas accurately.
- ✓ Use expanded noun phrases to convey information concisely.
- ✓ Use commas to clarify meaning.
- ✓ Use relative clauses beginning with who, which and that.
- ✓ Use the passive voice
- ✓ Use the subjunctive form.
- ✓ Use the perfect form of verbs.

Reading

- ✓ Discuss how authors use language including figurative language and consider its impact upon the reader – linking to meaning of words (connotations/associations)
- ✓ Predict future events from details stated and implied
- ✓ Discuss understanding of texts, including exploring meaning of words in context.
- ✓ Participate in discussions on books building on own and others' ideas, challenging views courteously.
- ✓ summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.
- ✓ Make inferences and deductions about characters and justify those with evidence and explaining how conclusions are reached.
- ✓ recommending books that they have read to their peers, giving reasons for their choices.
- ✓ Make comparisons within books.
- ✓ Discuss themes and conventions from across a range of writing.

Key vocabulary: Passive/active, subject/verb/object/agent, cohesive device, theme, convention, semicolon, colon, bullet points, synonym/antonym, recommendation, hyphen, perfect tense.

Mathematics

Fractions

- ✓ Use **common factors** to simplify fractions; use **common multiples** to express fractions in the same denomination.
- ✓ Compare and order fractions, including fractions > 1 .
- ✓ Generate and describe **linear** number sequences (with fractions).
- ✓ Add and subtract fractions with different **denominators** and mixed numbers, using the concept of **equivalent fractions**.
- ✓ Multiply simple pairs of proper fractions, writing the answer in its **simplest form** [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$].
- ✓ Divide **proper fractions** by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$].
- ✓ Associate a fraction with division and calculate decimal fraction equivalents [for example, **0.375**] for a simple fraction [for example, $\frac{3}{8}$].
- ✓ Recall and use **equivalences** between simple fractions and decimals, including in different contexts.
- ✓ Solve problems involving the relative sizes of two quantities where missing values can be found by using **integer** multiplication and division facts.
- ✓ Solve problems involving similar shapes where the scale factor is known or can be found
- ✓ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Geometry and Measure

- ✓ Recognise that shapes with the same **areas** can have different **perimeters** and vice versa.
- ✓ Recognise when it is possible to use **formulae** for area and volume of shapes.
- ✓ Calculate the area of **parallelograms** and triangles.
- ✓ **Calculate, estimate and compare volume** of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].
- ✓ Describe positions on the full **coordinate grid** (all four **quadrants**).
- ✓ **Enumerate** possibilities of combinations of two variables.
- ✓ Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

- ✓ Interpret and construct **pie charts** and **line graphs** and use these to solve problems
- ✓ Calculate and interpret the mean as an average.

Key Vocabulary: common factors, common multiples, linear number sequence, denominators, numerator, equivalent fractions, proper fractions, equivalent/ence, integer, area, perimeter, formulae, parallelograms, coordinate grid, quadrants, enumerate

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<p>Geography <u>Locations</u></p> <ul style="list-style-type: none"> ✓ locate the world's countries, using maps to focus on Europe (including the location of Russia) <p>Key vocabulary: country, border, neighbouring</p> <p><u>Place</u></p> <ul style="list-style-type: none"> ✓ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country <p>Key vocabulary: same, different, climate, culture, topography</p>	<p>Science <u>Light</u></p> <ul style="list-style-type: none"> ✓ Understand that light appears to travel in straight lines ✓ Understand that objects give out or reflect light ✓ Explore how light travelling in a straight line causes shadows to have the same shape as the objects that cast them ✓ Explore the effect of the WW2 blackout <p>Key vocabulary: reflect, shadows, light source, filter, absorb, refract, spectrum, wavelength, visible, lens, wave, beam, photon</p>	<p>Computing <u>Computer Science – Input and Output</u></p> <ul style="list-style-type: none"> ✓ Send information to, and receive information back from an external device <p><u>Computer Science – logical reasoning</u></p> <ul style="list-style-type: none"> ✓ Understand sequences needed to create a working algorithm ✓ Use repeated commands <p>Key vocabulary: Device, algorithm, input, output, user, timing, sequences, repeated, commands, logical</p>
<p>History <u>Chronology of events</u></p> <ul style="list-style-type: none"> ✓ Timeline of the Second World War 1939-1945 <p>Key vocabulary: Nazi, dictator, Adolf Hitler, Winston Churchill, Neville Chamberlain, invasion, Jews, Allied Armies, persecution</p> <p><u>Comparing and contrasting periods and happenings</u></p> <ul style="list-style-type: none"> ✓ Identify motives and ideology behind WW2 ✓ Explore what life was like in Britain before, during and after the Second World War <p>Key vocabulary: air-raids, air-raid shelters, gas masks, blackouts, Home Front, land girls, evacuation, evacuees, rationing, Blitz</p> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> ✓ Discuss how the past has influenced the present and how the present will shape the future <p>Key vocabulary: relationships, alliances, allegiances</p> <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> ✓ Draw simple conclusions as to why change has happened <p>Key vocabulary: question words “who, what, why, when, where, how”</p> <p><u>Empathy and understanding</u></p> <ul style="list-style-type: none"> ✓ Discuss the loss felt by Britain alongside other nations ✓ Debate why we can relate to the Germans during that time <p>Key vocabulary: empathy, sympathy, loss, compare, tragedy</p> <p><u>Historical enquiry and forming conclusions from a variety of sources</u></p> <ul style="list-style-type: none"> ✓ Analyse the significance and the enduring legacy of WW2 – do other areas of the world share the same opinion as Britain? ✓ Draw conclusions from evidence given ✓ Analyse which sources are the most reliable <p>Key vocabulary: sources, reliability, analysis, primary sources, secondary sources</p>	<p>DT <u>Research:</u></p> <ul style="list-style-type: none"> ✓ Find out about World War 2 propaganda, specifically posters. <p><u>Design:</u></p> <ul style="list-style-type: none"> ✓ Select imagery or techniques from a range of posters to use in own designs. <p><u>Create:</u></p> <ul style="list-style-type: none"> ✓ Make a World War 2 propaganda poster by following own designs. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ✓ Reflect on final product's likeness to World War 2 posters and suggest improvements. <p>Key vocabulary: propaganda, colour, message, evaluate, persuade, design, create, inspiration</p>	<p>RE <u>Christianity</u></p> <ul style="list-style-type: none"> ✓ Understand why Christians may go to war <p><u>Humanism</u></p> <ul style="list-style-type: none"> ✓ Explore how different communities support each other during conflict <p>Key vocabulary Faith, beliefs, expectations, right and wrong, support, love, rights</p>
<p>MFL <u>Oracy:</u></p> <ul style="list-style-type: none"> ✓ Listen attentively and understand instructions, everyday classroom language and praise words <p><u>Literacy:</u></p> <ul style="list-style-type: none"> ✓ Make links between some phonemes, rhymes and spellings and read aloud familiar words <p><u>Intercultural understanding:</u></p> <ul style="list-style-type: none"> ✓ Make indirect or direct contact with the country/countries where the language is spoken <p>Key vocabulary: zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze Quel age a tu? J'ai.....ans., l'anniversaire Asseyez-vous, Taisez-vous, venez au tapis, allez-y, levez-vous, écoutez, repetez, rangez vos affaires, rangez vos chaises, regardez, regardez-moi</p>	<p>Outdoor Learning <u>Research:</u></p> <ul style="list-style-type: none"> ✓ Research good camouflage materials <p><u>Design:</u></p> <ul style="list-style-type: none"> ✓ Design a way in which people can be camouflaged and not be seen by the drone at a certain distance <p><u>Create/ Evaluate:</u></p> <ul style="list-style-type: none"> ✓ Use any available resources to camouflage people in the outdoor area. Watch back the drone footage to see if anyone can be spotted ✓ Discuss which camouflage materials are most effective <p>Key vocabulary: camouflage, materials, drone</p>	<p>PSHE <u>Living in the wider world</u></p> <ul style="list-style-type: none"> ✓ Rights and responsibilities ✓ Taking care of environment ✓ Money <p>Key vocabulary: Topical issues, human rights, children rights, resolving difference, customs, interest, loan, enterprise, social media and forwarding</p>
<p>Music <u>Appreciation</u></p> <ul style="list-style-type: none"> ✓ Listen and respond to 1930s/ 1940s swing music ✓ Understand the 'feel good' effects of music, and its power to evoke nostalgia <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> ✓ Learn to sing the Charanga unit song 'Happy'. <p><u>Play and Create</u></p> <ul style="list-style-type: none"> ✓ Improvise using voices and/or instruments within the song ✓ Perform composition(s) within the song <p>Key vocabulary: Syncopation, swing</p>	<p>Art <u>Media:</u></p> <ul style="list-style-type: none"> ✓ Printing <p><u>Appreciation:</u></p> <p>Artist: Andy Warhol</p> <ul style="list-style-type: none"> ✓ To understand how artists work has developed ✓ To understand where artists inspiration has come from and how this has influenced their own ✓ To use art as a stimulus for their own art explaining where inspiration was sought from <p><u>Exploring and developing ideas:</u></p> <ul style="list-style-type: none"> ✓ Investigate the different effectiveness of working negatively and positively <p><u>Investigating and making art:</u></p> <ul style="list-style-type: none"> ✓ To create a clean edge print ✓ Explore making a repeating pattern <p><u>Evaluating and developing art:</u></p> <ul style="list-style-type: none"> ✓ To discuss the overall effect of the finished product ✓ To describe the design process and justify why techniques and effects were used <p>Key vocabulary: Squeegee, negative image, positive image, pressure, screen, print, stencil, image, effect</p>	

What would a world without war look like?

Which countries are affected by war?



Europe 1939

Before the start of German expansion: UK, France, Germany, Italy, Soviet Union,

Europe 2019

Russia



How does war influence the Arts?



Propaganda and Morale

Swing music; syncopation; Glenn Miller; Big Band; America.

Posters; recruitment; home front

How do people keep safe during the war?

seeing, light, dark, camouflage

Search lights	light appears to travel in straight lines objects are seen because they give out or reflect light into the eye
Periscope	light sources to our eyes or from light sources to objects and then to our eyes
Blackout	shadows have the same shape as the objects that cast them

How does war affect families?

Britain WW2

Bombing of cities. Evacuation to the countryside of children. Women took over the jobs of men. Rationing of food and clothing.

Germany WW2

Area bombing. Nazi ideology—Aryan race. Persecution of Jews. Kinder transport. Refugees.

What was the Battle of Britain?



10 July—31 October 1940 major air battle that was fought between Germany and the UK. The RAF prevented German invasion of Britain.

Timeline

1 Sept 1939	German invasion of Poland
3 Sept 1939	France and Britain enter the war
Jan 1940	Rationing begins
Jul 1940	Battle of Britain and the Blitz
Jun 1944	D Day
8 May 1945	War ends in Europe
July 1954	Rationing ends in Britain
15 Mar 2011	Syrian civil war officially began
7 Sep 2015	Britain agrees to take 20,000

Key Vocabulary

Home Front	The activities carried out in the country whilst its army fight in war overseas.
Rationing	A system for ensuring people get a fair amount of food when resources are scarce.
Land Army	Women who worked in the fields to provide food for the nation.
Evacuees	Children who were moved to the safety of the countryside to avoid air raids
Refugees	People who are displaced from their own country as a result of war or persecution
Air Raids	The aerial bombing of towns and cities
Ideology	A set of beliefs that drives government policy

Peace Organisations

