## 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.

## Year 6: Spring

What would a world without war look like?

## PSHE

To know how our bodies change with puberty.

To understand the process of making a baby.

To understand what body image is and what impacts this.

To understand tolerance and challenge sterotypes.

## Music

Understand how music can be used to boost morale.

Swing music

## Computing

Program a set of traffic lights using SCRATCH.

## Maths

Ratio

Algebra

Decimal place value, decimals and the four operations, rounding decimals

Equivalent fractions, decimals and percentages

Comparing and ordering fractions, simplifying fractions

Area, perimeter and volume

Statistics

## Science

Investigating how light works

The impact of the absence of light in WW2

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

## 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 clarity 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 securely.
- ✓ 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

### Ratio
- ✓ 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 unequal sharing and grouping using knowledge of fractions and multiples
- ✓ Solve problems involving similar shapes where the scale factor is known or can be found

### Algebra
- ✓ Use simple formulae
- ✓ Generate and describe linear number sequences
- ✓ Find pairs of numbers that satisfy an equation with two unknowns
- ✓ Enumerate possibilities of combinations of two variables
- ✓ Express missing number problems algebraically

### Decimals
- ✓ Identify the value of each digit in numbers given to 3 decimal places
- ✓ Multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- ✓ Round decimals
- ✓ Add and subtract decimals
- ✓ Multiply 1-digit numbers with up to 2 decimal places by whole numbers
- ✓ Use written division methods in cases where the answer has up to 2 decimal places

### Fractions, Decimals and Percentages
- ✓ Use common factors to simplify fractions
- ✓ Recall and use equivalences between simple fractions, decimals and percentages
- ✓ Compare and order fractions

### Area, perimeter and volume
- ✓ Recognise that shapes with the same areas can have different perimeters
- ✓ Calculate area and perimeter
- ✓ Calculate, estimate and compare volume of cubes and cuboids using the correct measurements

### Statistics
- ✓ Interpret and construct pie charts and line graphs
- ✓ Interpret and present discrete and continuous data

Calculate and interpret the mean as an average

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

## Geography

### Locations
- ✓ locate the world's countries, using maps to focus on Europe (including the location of Russia)

**Key vocabulary:** country, border, neighbouring, Russia

### Place
- ✓ 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

**Key vocabulary:** same, different, climate, culture, topography

## History

### Chronology of events
- ✓ Timeline of the Second World War 1939-1945

**Key vocabulary:** Nazi, dictator, Adolf Hitler, Winston Churchill, Neville Chamberlain, invasion, Jews, Allied Armies, persecution

### Comparing and contrasting periods and happenings
- ✓ Identify motives and ideology behind WW2
- ✓ Explore what life was life in Britain before, during and after the Second World War

**Key vocabulary:** air-raids, air-raid shelters, gas masks, blackouts, Home Front, land girls, evacuation, evacuees, rationing, Blitz

### Change and continuity
- ✓ Discuss how the past has influenced the present and how the present will shape the future

**Key vocabulary:** relationships, alliances, allegiances

### Cause and effect
- ✓ Draw simple conclusions as to why change has happened

**Key vocabulary:** question words "who, what, why, when, where, how"

### Empathy and understanding
- ✓ Discuss the loss felt by Britain alongside other nations
- ✓ Debate why we can relate to the Germans during that time

**Key vocabulary:** empathy, sympathy, loss, compare, tragedy

### Historical enquiry and forming conclusions from a variety of sources
- ✓ 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

**Key vocabulary:** sources, reliability, analysis, primary sources, secondary sources

## Outdoor Learning

### Research:
- ✓ Research good camouflage materials

### Design:
- ✓ Design a way in which people can be camouflaged and not be seen by the drone at a certain distance

### Create/ Evaluate:
- ✓ 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

**Key vocabulary:** camouflage, materials, drone

## Science

### Light
- ✓ 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

**Key vocabulary:** reflect, shadows, light source, filter, absorb, refract, spectrum, wavelength, visible, lens, wave, beam, photon, periscope

## DT

### Research:
- ✓ Find out about World War 2 propaganda, specifically posters.

### Design:
- ✓ Select imagery or techniques from a range of posters to use in own designs.

### Create:
- ✓ Make a World War 2 propaganda poster by following own designs.

### Evaluate:
- ✓ Reflect on final product's likeness to World War 2 posters and suggest improvements.

**Key vocabulary:** propaganda, colour, message, evaluate, persuade, design, create, inspiration

## Music

### Appreciate
- ✓ Listen and respond to 1930s/ 1940s swing music
- ✓ Understand the 'feel good' effects of music, and its power to evoke nostalgia

### Perform and Share
- ✓ Learn to sing the Charanga unit song 'Happy'.

### Play, Sing and Create
- ✓ Improvise using voices and/or instruments within the song
- ✓ Perform composition(s) within the song

**Key vocabulary:**
Syncopation, swing, groove, Motown, neosoul

## MFL

### Oracy:
- ✓ Say key vocabulary (family, WWII)
- ✓ Describe a family

### Literacy:
- ✓ Write a short letter
- ✓ Read longer texts using strategies to understand unknown vocabulary

### Intercultural understanding:
- ✓ Key countries and languages involved in WWII

**Key vocabulary:** family, numbers to 100, vocabulary related to WWII

## PE:
- ✓ Hand-Eye Coordination/Pass & Receive/Control/Striking – Hockey
- ✓ Catching/Passing/Target/Movement – Basketball
- ✓ Hand-Eye Coordination/Striking/Control – Tennis
- ✓ Target/Control/Strategy/Striking – Tri-Golf

## Computing

### Computer Science – Input and Output
- ✓ Send information to, and receive information back from a virtual set of traffic lights

### Computer Science – logical reasoning
- ✓ Understand sequences needed to create a working algorithm
- ✓ Use repeated commands

**Key vocabulary:** Sequence, User, Requirements, Algorithm, Commands, Debug

## RE

### Christianity
- ✓ Understand why Christians may go to war

### Humanism
- ✓ Explore how different communities support each other during conflict

**Key vocabulary:** Beliefs, justified, violence, Chaplain, conflict, Blitz, refugees, community

## PSHE

### Growing and changing
- ✓ Puberty and making babies
- ✓ Body Image

### Valuing Difference
- ✓ Bystander behaviour, Tolerance and challenging stereotypes

**Key vocabulary:** puberty, body changes, body parts,

## Art

### Media:
- ✓ Printing

### Appreciation:
### Artist: Andy Warhol
- ✓ 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

### Exploring and developing ideas:
- ✓ Investigate the different effectives of working negatively and positively

### Investigating and making art:
- ✓ To create a clean edge print
- ✓ Explore making a repeating pattern

### Evaluating and developing art:
- ✓ To discuss the overall effect of the finished product
- ✓ To describe the design process and justify why techniques and effects were used

**Key vocabulary:** Squeegee, negative image, positive image, pressure, screen, print, stencil, image, effect

# What would a world without war look like?
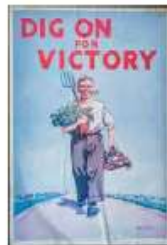
## Which countries are affected by war?



### Europe 1939

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

### Europe 2019

Russia

## How does war affect families?

| Britain WW2 | Germany WW2 |
|---|---|
| Bombing of cities. Evacuation to the countryside of children. Women took over the jobs of men. Rationing of food and clothing. | 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.

## 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 |
|---|---|
| Periscope | objects are seen because they give out or reflect light into the eye |
| | 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 |

## Peace Organisations



## Timeline

| 1 Sept 1939 | German invasion of Poland |
|---|---|
| 3 Sept 1939 | France and Britain enter the war |
| Jan 1940 | Rationing begins |
| May 1940 | Evacuation at Dunkirk |
| 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 Syrian refugees |

## 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 |