Unit planner: Why does Britain need you? Year 6   4 weeks

Lead Subjects: History, Geography, P.S.H.E, Literacy	Starter: WW2 Day- linking to 4Rs
	Outcome: Assembly showing life in WW2. Trip to The Loughborough Stream railway

National curriculum subject		
Writing	**Objective: What caused WW2 and where did it take place?**	
Pupils should be taught to:	• History – brief recap on WW1 and the Treaty of Versailles	• Allies and Axis
Plan writing by identifying the audience and purpose of the writing.	• The rise of Hitler and invasion of Poland	• Geography - Countries involved (in groups make a presentation about one of the countries and present)
Select the appropriate form and use similar writing as models.	• Wars currently happening	• Look at the impact of countries changing sides (Russia/Italy)
Draft and write by selecting the appropriate grammar and vocabulary including that within English Appendix 2		
Use organisational and presentational devices – sub-headings, columns, tables or bullet points.	**Objective: Would you like to be evacuated?**	
Draft and write by linking ideas across paragraphs to make writing flow.	• Look at the reasons children were evacuated – for and against debate	• Watch/read extracts from Narnia and Good night Mr Tom
Evaluate and edit work using Purple Polishing Pens.	• What happened during evacuation? What could children take? How would the families have felt?	• Experience through role play being an evacuee and going to the train station.
Proof read for spelling and punctuation errors.	• Describe what it is like at the train station using similes, metaphors, personification and alliteration from the point of view of an evacuee.	• Write a letter home/ make a post card
History		• In literacy, write a description of the train station.
Pupils should be taught to:		• Immigration and refugees
Describe a chronologically6 secure knowledge and understanding of British and world history.	**Objective: Was there safety in the shadows? (science Light and dark)**	
Note connections, contrasts and trends over time and show developing appropriate use of historical terms.	• Black Saturday - Write a newspaper report about 1 night in the Blitz.	• D and T - Make a gas mask box
Address and sometimes devise historically valid questions about change. Cause, similarity and difference and significance.	• Interview an witnesses and workers	• Art - Create a piece of Blitz art work
Understand how our knowledge of the past is constructed from a range of resources.	• History - Learn about the Blitz	• Science - Light and dark science unit, investigate the best way to cast a shadoe using a light source.
Describe a study of an aspect in British history that is beyond 1066.	• Investigate the different types of shelters	• Science- Investigate the human eye and how it works with light.
Make confident use of a variety of sources for independent research.	• Experience an air raid and visit the train station	• Music - Create blitz music – make music using technology
Use evidence to support arguments (understand events, people and changes).		
Geography	**Objective: Why can't I have more?**	
Pupils should be taught to:	• Learn about rationing	• D and T - Write a recipe for the meal
Locate the world's countries using maps to focus of Europe.	• D and T - Design and make a meal for a family using basic rationed items.	
Describe and understand key aspects of physical geography.	**Objective: Can Britain depend on you?**	
Use maps, atlases and digital/computer mapping to locate countries and describe features studied.	• History - Look the role of propaganda in WW2 Britain	• Art - Make propaganda posters
Understand and use a widening range of geographical terms.	• Understand how propaganda is used today.	• Link to propaganda in social media today- ICT link to E-Safety and understanding the validity of a source.
Science	**Objective: What was life like during WW2?**	
Pupils should be taught to:	• Understand the role of women, children and men during WW2	• How did people keep their spirits up? Dancing, singing, poetry, letters from home
Work scientifically towards the year 6 focus.	• Including life as soldier in the trenches	• Music- Learn a range of songs from WW2. Sing in parts with harmonies.
Recognise that light appears to travel in straight lines.	• Practice for the assembly	
Use the ideas that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.	**Objective: Electricity Science unit**	
Explain that we see things because light travels from light souces to our eyes or from light sources to objects and then to our eyes.	• Research the invention of electricity and alternatives for fuel	• Exploration of circuits, how they work and how to correct errors in a circuit.
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Pupil lead learning:**	
PSHE/SMSC	• Make an Anderson shelter	• Create a museum of WW2 objects that the children can explore and investigate in their own time.
Pupils should be taught to:	• **Music – composer of the fortnight**	
Respect themselves and others and behave responsibly.		
Understand rights and responsibilities within different groups and communities.	**Outcome:**	
Understand that actions have consequences.	• Newspaper report	• Class assembly
Recognise right and wrong and apply it.	• Evacuation description	
Prepare for life in modern Britain.		
DT		
Use research and develop design criteria to inform the design of products that are fit for purpose.		
Select from and use a wide range of tools to perform practical tasks.		
Evaluate their product against the design criteria and consider the views of others to improve their work.		
ICT		
Pupils should be taught to:		
Understand how computer networks enable computers to communicate and collaborate.		
Begin to use internet services within their own creations to share and transfer data to a third party.		
Independently select, use and combine a variety of software to design and		

create content for a given audience, including collecting, analysing, evaluating and presenting data and information.

Music

Pupils should be taught to:

Sing as part of an ensemble with full confidence and precision

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop a deeper understanding of the history and context of music

Text types:	Literature:	ICT:	Assessment Opportunities:
• Setting description • Newspaper • Letter from evacuee • Propaganda poster • Recipe	• Narnia • Non- fiction texts about WW2 • Newspaper report examples.	• Pic collage – propaganda poster • Garage band- soundscapes. • Use Showbie to share digital content created by children and understand how computer networks communicate. • Seesaw	• Do children know why WW2 started? • Can they name the countries on each side? • Do they understand what life was like for all groups in England during WW2? • Assess writing pieces – description and newspaper

Environment	Trips: Loughborough Steam Trains	School environment: Railway station for evacuation and Blitz work.