

## Unit planner: Why was the boy in the Striped Pyjamas? Year 6 Weeks

<p><b>Lead Subjects: History, Geography, P.S.H.E, Literacy (reading and understanding vocabulary)</b></p>	<p><b>Starter: Loughborough Steam Train Visit and introduction of The Boy in the Striped Pyjamas.</b>  <b>Outcome: Children understand how the outcome of WW2 has affected our lives - V.E day party</b></p>		
<p><u>Writing</u>  Pupils should be taught to:  Plan writing by identifying the audience and purpose of the writing.  Select the appropriate form and use similar writing as models.  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.  Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Draft and write by linking ideas across paragraphs to make writing flow.  Evaluate and edit work using Purple Polishing Pens.  Proof read for spelling and punctuation errors.</p> <p><u>Reading</u>  Pupils should be taught to:  Read aloud and understand the meaning of new words.  Read age-appropriate books including whole novels.  Explain and discuss their understanding of what they have read.</p> <p><u>History</u>  Pupils should be taught to:  Note connections, contrasts and trends over time and show developing appropriate use of historical terms.  Understand how our knowledge of the past is constructed from a range of sources.  Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p><u>Geography</u>  Pupils should be taught to:  Use maps and charts etc., to support decision making about the location of places.  Locate the world's countries, using maps to focus on Europe.</p> <p><u>PSHE/SMSC</u>  Know about different groups and communities.  Respect equality.  Develop and express personal views.  Investigate moral values and ethical issues.  Understand human feelings and emotions.</p> <p><u>Music</u></p>	<p><b>Objective: What can we learn from the cover and blurb?</b></p> <ul style="list-style-type: none"> <li>• Discuss the cover and blurb of BITSP</li> <li>• Make predictions about the book</li> <li>• Why is the blurb so secretive?</li> </ul>		
	<p><b>Objective: What was life like in Berlin?</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 1 of BITSP</li> <li>• History- Look at Germany during WW2 and why Bruno likes living there</li> <li>• Look at how the different groups were treated - Youth, Women, Workers, Men and 'Others' using a range of historical sources - learn about sources, reliability and validity</li> </ul>		<ul style="list-style-type: none"> <li>• What fences separate people?</li> <li>• Why is the book not for 9 year olds?</li> <li>• Why do people wear pyjamas?</li> </ul>
	<p><b>Objective: What can we learn from the characters?</b></p> <ul style="list-style-type: none"> <li>• Read and discuss chapters 4-8</li> <li>• What can we learn about the different characters in these chapters</li> <li>• Maria, Kurt, Mum, Dad, Gretal, Pavel, Bruno, Heir Litz</li> </ul>		<ul style="list-style-type: none"> <li>• Geography - Consider the similarities and difference between Germany and Britain during WW2.</li> <li>• Where would have been better to live?</li> <li>• What category would Bruno be in?</li> <li>• What can we learn about Bruno from chapter 1?</li> <li>• Write a diary entry.</li> </ul>
	<p><b>Objective: Where is Outwith?</b></p> <ul style="list-style-type: none"> <li>• Read and discuss chapters 9-10</li> <li>• Learn about the work/death camps set up in WW2</li> </ul>		<ul style="list-style-type: none"> <li>• Geo - Look at the concentration camps in Poland - where is 'Outwith?'</li> <li>• History - Investigate the different concentrations camps</li> </ul>
	<p><b>Objective: Who is the Fury?</b></p> <ul style="list-style-type: none"> <li>• Read and discuss chapter 11</li> <li>• What can we learn about the Fury?</li> </ul>		<ul style="list-style-type: none"> <li>• Who is the Fury?</li> <li>• Biography of Hitler</li> </ul>
	<p><b>Objective: Why did Hitler hate Jewish people?</b></p> <ul style="list-style-type: none"> <li>• Read and discuss chapter 12</li> <li>• History - What can we learn about life for Jewish people in German occupied countries?</li> </ul>		<ul style="list-style-type: none"> <li>• Look at the Dairy and life of Anne Frank and compare to what we have learnt about Shmuel</li> <li>• SMSC- Look at racism and prejudice</li> </ul>
	<p><b>Objective: Why do we remember? (To fall in the week of remembrance day)</b></p>		
	<ul style="list-style-type: none"> <li>• Read poems based on remembrance (Flanders field)</li> <li>• Discuss the significance of the poppy</li> <li>• Write poppy/ remembrance poems</li> <li>• Art - Create a piece of art based on the poppy</li> </ul>		<ul style="list-style-type: none"> <li>• Watch clips of the remembrance day services</li> <li>• D and T - Make reefs</li> <li>• Music - Hold a Remembrance Day service - poetry readings, candles and songs.</li> </ul>
	<p><b>Objective: What makes a good friend?</b></p> <ul style="list-style-type: none"> <li>• Read and discuss chapters 13-15</li> <li>• Why did people turn a blind eye to the violence and murders of the Holocaust?</li> </ul>		<ul style="list-style-type: none"> <li>• P.S.H.E links to friendship - what makes a good friend?</li> <li>• Can you forgive?</li> </ul>
	<p><b>Objective: Is Bruno ignorant or innocent?</b></p> <ul style="list-style-type: none"> <li>• Read and discuss chapters 16-18</li> <li>• Discuss why Bruno knew so little about what happened in the camps</li> </ul>		<ul style="list-style-type: none"> <li>• Read chapter 19 together as a class</li> <li>• Read chapter 20 and discuss</li> <li>• Could anything like this happen again? Is this happening now?</li> </ul>

<p><b>Pupils should be taught to:</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>ICT</b> 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.</p>	<p><b>Objective: What can we learn from the story?</b></p> <ul style="list-style-type: none"> <li>Write an alternative ending for the story.</li> <li>Watch the film - compare and contrasts similarities and differences</li> </ul>		
	<p><b>Objective: How did the war end?</b></p> <ul style="list-style-type: none"> <li>Learn about how the war ended</li> <li>Hold a V.E day party to celebrate the end of the war</li> </ul>		
	<p><b>Pupil lead learning:</b></p> <ul style="list-style-type: none"> <li>Research what life was like in Berlin using sources</li> <li>Music - composer of the fortnight</li> </ul>		
	<ul style="list-style-type: none"> <li></li> </ul>		
	<ul style="list-style-type: none"> <li></li> </ul>		
<p><b>Text types:</b></p> <ul style="list-style-type: none"> <li>Diary</li> <li>Letter to Granma</li> <li>Biography</li> <li>Poetry</li> <li>Narrative- alternate ending.</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>The Boy in the Striped Pyjamas</li> <li>The Diary of Anne Frank</li> <li>Non- Fiction texts</li> </ul>	<p><b>ICT:</b></p> <ul style="list-style-type: none"> <li>Online dictionary and thesaurus</li> <li>Google maps</li> <li>Research</li> <li>QR codes and Video footage</li> <li>Seesaw</li> </ul>	<p><b>Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>Assess writing pieces</li> <li>Speaking and listening skills in remembrance ceremony</li> <li>Understand how Hitler managed to do what he did</li> <li>Know how the War ended and how that has impacted the world</li> </ul>
<p><b>Enrichment</b></p>	<p>Trips: VE street party on Humberstone Park.</p>	<p>School environment: Remembrance Day Service held in school grounds.</p>	