

Year 6 Unit Plan: How did World War Two impact the world? (10 weeks)

<b>Intent:</b>	To understand why and how conflicts happen on a large and small scale. To learn from previous conflicts and not repeat the same mistakes. To be aware of prejudice and inequality. To learn how to be a good citizen. To develop empathy, tolerance, respect and compassion for others. To use the content of WW2 to inspire art, music and performance and to teach the acquired history and geography skills	
<b>Starter:</b>	WW2 army recruitment day	
<b>Core Texts:</b>	Boy in the striped pyjamas, Rose Blanche, Anne Frank	
<b>Key Concepts:</b>	power, prejudice, conflict, democracy, monarchy, human rights, friendship, impact, law, equality, empathy, sustainability	
<b>Outcome Pieces:</b>	Newspaper report, Blitz soundscape, Air raid shelter	
<b>Enrichment:</b>	Use of the Air Raid Shelter and Train Station in School, Trip to Beaumanor Hall	
<b>Subject Area:</b>	<b>Statements:</b>	<b>Key Vocabulary:</b>
<b>Science</b>	<ul style="list-style-type: none"> <li>Can I recognise that light appears to travel in straight lines?</li> <li>Can I explain how light travels from an object to the eye?</li> <li>Can I observe how light can appear to bend?</li> <li>Can I plan and record a fair test that explains how shadows are created?</li> <li>Can I use a data loggers in my investigations?</li> <li>Can I use units of measure to make my test more accurate?</li> </ul>	Light source, Reflect, Translucent, Transparent, Travel, Opaque, Shadow Iris, sclera, retina, lens, cornea, pupil,
	<b>National Curriculum:</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	
<b>Geography</b>	<ul style="list-style-type: none"> <li>Can I identify the allies and axis on a map?</li> <li>Can I use a range of geographical vocabulary to describe locations?</li> <li>Can I compare the physical geography of the UK and Germany?</li> <li>Can I compare the human geography of the UK and Germany?</li> </ul>	Allies, axis, Europe, Auschwitz, atlas, border, capital, continent, city, population, climate,
	<b>National Curriculum:</b> Pupils should be taught to: <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>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, and a region within North or South America</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	
<b>History</b>	<ul style="list-style-type: none"> <li>Can I understand the rise of Hitler?</li> <li>Can I understand what caused WW2?</li> <li>Can I use a range of sources to learn about the Blitz?</li> <li>Can I explain and demonstrate how to stay safe in an air raid?</li> <li>Can I understand what life was like for an evacuee?</li> <li>Can I research what life was like for women, children and men in the UK in WW2?</li> </ul>	Democracy, dictatorship, primary, secondary, reliability, validity, chronology, evacuee, blitz, rationing, propaganda, prejudice, human rights, holocaust, air raid, conflict, anti-Semitism, Nazism, Treaty of Versailles, Aryan, battle, blackout, concentration camp, emigration, genocide, Gestapo, Luftwaffe, refugee,

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	<ul style="list-style-type: none"> <li>• Can I explain the role of propaganda in WW2?</li> <li>• Can I understand Britain's secret war?</li> <li>• Can I investigate the role of code breaking in the war at home?</li> <li>• Can I investigate who Alan Turing was and why he is one of Britain's secret heroes?</li> <li>• Can I design my own code and break the codes of others?</li> <li>• Can I use a range of sources to investigate rationing?</li> <li>• Can I use a range of sources to research the lives of groups in Germany during WW2?</li> <li>• Can I analyse a range of sources to understand the holocaust- prejudice and racism?</li> <li>• Can I understand how WW2 came to an end?</li> <li>• Can I understand why it is important to remember?</li> </ul>	
	<p><b>National Curriculum:</b></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>
<p><b>Design Technology</b></p>	<ul style="list-style-type: none"> <li>• Can I design and make a wartime recipe? A soup made from allotment ingredients</li> <li>• Can I design and build an air raid shelter?</li> <li>• Can I select and work with a range of materials?</li> <li>• Can I use a cross-sectional design for my air raid shelter? Using cross-section book</li> <li>• Can I contribute towards bake-off? Biscuit challenge day- TO BE SCHEDULED ALONGSIDE BAKE OFF DAY</li> <li>• Can I make do and mend?</li> </ul>	<p>Design, hygiene, quantity, measure, media, mould, shape, quality of materials, combine, ratio,</p>
	<p><b>National Curriculum:</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>• Can I research the work of Monet? Poppy Fields</li> <li>• Can I understand impressionism as a style?</li> <li>• Can I replicate impressionist artwork?</li> <li>• Can I create Monet inspired artwork?</li> </ul>	<p>Blend, shade, media, colour, shadow, line, textures, tones, shape, sketch, light, dark, cross hatching, distance, perspective, replicate,</p>
	<p><b>National Curriculum:</b></p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>

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	<ul style="list-style-type: none"> <li>about great artists, architects and designers in history.</li> </ul>	
<b>Music</b>	<ul style="list-style-type: none"> <li>Can I use GarageBand to create a blitz inspired sound scape?</li> <li>Can I compare my compositions?</li> <li>Can I understand the role of war time songs?</li> <li>Can I sing war time songs?</li> </ul>	Pitch, pulse, tempo, melody, dynamics, duration, rhythm, structure, timbre, texture
	<p><b>National Curriculum:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>develop an understanding of the history of music</li> </ul>	
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Can I understand how laws protect us and our rights?</li> <li>Can I understand my own conflicts?</li> <li>Can I recognise the signs of bullying and use STOP?</li> <li>Can I identify what makes a good friend?</li> </ul>	discrimination, human rights, parliament, discrimination, pressure, sterilisation, homosexuality, compromise, resolution,
	<p><b>National Curriculum:</b> See PSHE Subject Leader Document.</p>	
<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>Can I understand how stillness and silence can help us learn?</li> <li>Can I use breathing exercises to help me stay calm?</li> <li>Can I use tensing exercises to help my imagination?</li> <li>Can I understand why Hindus and Sikhs celebrate Diwali?- Scheduled in term</li> <li>Can I show what I have learnt from the Mandir?- Scheduled</li> <li>Can I understand Sikh wisdom around money?</li> <li>Can I understand Muslim wisdom around the beauty of nature?</li> <li>Can I understand Christian wisdom around love?</li> <li>Can I show what I have learnt from the wisdom of different religions?</li> </ul>	generous, greedy, charitable, materialist, giving, open-hearted. reflection, stillness, quietness, learning from silence, the gift of peace, belief, prayer, transition, Wisdom, similarities, differences, sacred texts, value, marriage, materialistic,
	<p><b>National Curriculum:</b> See Sacre Document.</p>	
<b>Computing</b>	<ul style="list-style-type: none"> <li>Can I use a keyboard confidently to present my work?</li> <li>Can I use keyboard shortcuts?</li> <li>Can I organise my work into files?</li> <li>Can I use Publisher to present my work?</li> <li>Can I independently use more advanced searching techniques when using a search engine?</li> <li>Can I critically evaluate websites for reliability of information and authenticity?</li> </ul>	Collaborate, analyse, keyboard, mouse, internet, shortcut, save, folder, evaluate, information  Variable, change, name, value Variable, name, value, set, change Variable, set, change, design, event Design, algorithm, code Task, algorithm, design, artwork, program, project, code, test, debug Improve, evaluate, share
	<p><b>E-Safety – Project Evolve</b> Strand 5 – Managing Online Information Strand 6 – Health, Well-being and Lifestyle See Project Evolve Document.</p>	Spreadsheet, data, data heading, data set, cells, columns and rows



	<b>NCEE Unit 3: Variables in Games</b>		Data, data item, data set, object, spreadsheet application, format, common attribute Formula, calculation, data, spreadsheet, input, output, cells, cell reference Data, calculate, operation, formula, cell, range, duplicate, sigma Propose, question, data set, data, organised, formula Graph, chart, evaluate, results, comparison, questions, software, tools, data
	To define a 'variable' as something that is changeable		
	To explain why a variable is used in a program		
	To choose how to improve a game by using variables		
	To design a project that builds on a given example		
	To use my design to create a project		
	To evaluate my project		
	<b>NCEE Unit 4: Introduction to Spreadsheets</b>		
	To identify questions which can be answered using data		
	To explain that objects can be described using data		
	To explain that formula can be used to produce calculated data		
	To apply formulas to data, including duplicating		
	To create a spreadsheet to plan an event		
	To choose suitable ways to present data		
<b>National Curriculum:</b>	Pupils will be taught to: <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program</li> </ul>		

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- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
1. RE	Can I understand how stillness and silence can help us learn? Can I use breathing exercises to help me stay calm? Can I use tensing exercises to help my imagination?	Collective worship Class picture cloud of peace and serenity-wordle	
2. History	Can I understand the rise of Hitler? Can I understand what caused WW2?	Factfile (cause of WW2)	Power, democracy, impact, conflict
3. Geography	Can I identify the allies and axis on a map? Can I use a range of geographical vocabulary to describe locations?	Map work and riddle challenges	Power
History/Computing	Can I use a range of sources to learn about the Blitz? Can I use a keyboard confidently to present my work? Can I use keyboard shortcuts? Can I organise my work into files? Can I use Publisher to present my work?	Typed up newspaper in books	Impact, citizenship, empathy
Music	Can I understand the role of war time songs? Can I sing war time songs?	Twitter	Empathy, citizenship,
Music	Can I use GarageBand to create a blitz inspired sound scape? Can I compare my compositions?	Garageband	Impact, empathy
History/ D& T	Can I explain and demonstrate how to stay safe in an air raid? Can I design and build an air raid shelter? Can I select and work with a range of materials? Can I use a cross-sectional design for my air raid shelter? Using cross-section book	Design and model of air raid shelter	Impact
History/Computing	Can I understand what life was like for an evacuee? Can I independently use more advanced searching techniques when using a search engine? Can I critically evaluate websites for reliability of information and authenticity?	Evacuee diary- presented with doodles	Impact, empathy, friendship, change
History	Can I research what life was like for women, children and men in the UK in WW2?	PowerPoint presentation	Change, citizenship, impact, empathy
History	Can I explain the role of propaganda in WW2?	Analysis of posters then making own	Power, conflict, impact
History	Can I understand Britain's secret war?	notes	Impact
History	TRIP TO BLETCHLEY PARK	notes	Impact
History	Can I investigate the role of code breaking in the war at home? Can I design my own code and break the codes of others?	notes	Impact
History	Can I investigate who Alan Turing was and why he is one of Britain's secret heroes?	Double Page non chronological report	Impact, empathy
History	Can I use a range of sources to investigate rationing?	Shop in play corner - drama	Change, impact, empathy

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History	Can I make do and mend?	Making new clothes from old	Impact, citizenship
D & T	Can I design and make a wartime recipe? A soup made from allotment ingredients	Recipe	Impact, citizenship
Geography	Can I compare the physical geography of the UK and Germany?	Information text	
Geography	Can I compare the human geography of the UK and Germany?	Information text	
History	Can I use a range of sources to research the lives of groups in Germany during WW2?	PowerPoint presentation Venn diagrams to compare countries	Law, power, prejudice, equality
History	Can I analyse a range of sources to understand the holocaust- prejudice and racism?	Wordle/Tagxedo	Law, power, prejudice, equality, human rights, beliefs
PSHE	Can I understand how laws protect us and our rights?	Class book- Laws worldwide What would your universal law be?	Law, power, prejudice, equality, human rights
PSHE	Can I understand my own conflicts? Can I recognise the signs of bullying and use STOP? Can I identify what makes a good friend?	Diamond 9- friendship Class Book diamond 9	conflict, friendship, empathy, impact, choices
History	Can I understand how WW2 came to an end? Looking at the significant events and people.	Debate/discussion piece	impact, citizenship, change
History/Art	Can I understand why it is important to remember? Can I research the work of Monet? Poppy Fields Can I understand impressionism as a style? Can I replicate impressionist artwork? Can I create Monet inspired artwork?	Artist study Factfile and art work	respect, empathy, impact, citizenship
RE	Can I understand Sikh wisdom around money? Can I understand Muslim wisdom around the beauty of nature? Can I understand Christian wisdom around love? Can I show what I have learnt from the wisdom of different religions?	Display pieces- see RE document.	respect, beliefs
Science	Can I recognise that light appears to travel in straight lines? Can I explain how light travels from an object to the eye? Can I observe how light can appear to bend?	Scientific Diagram/ explanation	curiosity
Science	Can I plan and record a fair test that explains how shadows are created? Can I use a data loggers in my investigations? Can I use units of measure to make my test more accurate?	Experiment write up	curiosity