

Thematic Planning for the Autumn Term

World Wars: 'Keep Calm & Carry On'

Year 6

Additional Requirements Prior to the Unit:

- Remembrance Day – Poppy Art (Lesley Whelan)
- Schedule an Experience Day – Empathise with the terror of War
- Schedule an Educational Experience to Coventry Cathedral (The Blitz)

Week 1

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> • Describe the main changes in a period of history
Knowledge:	<ul style="list-style-type: none"> • Know why the wars started and the links between WW1 and WW2.

Teacher guidance

Session outcome: Greenscreen News Bulletin

Lesson exploration	<p><u>Starter Activity</u> Introduce children to the codebreaker activity. The children need to use The Binary Code to crack the learning objective for the day.</p> <p><u>Main Activity</u> Children listen to the speech by Neville Chamberlain announcing that Britain is entering into World War II. Ask children the following questions:</p> <ul style="list-style-type: none"> - Who is speaking? - What is the purpose of their message? - Who do you think the audience for the radio announcement was? <p>Show children the flipchart. Discuss with them how the events of WW1 directly led to WW2. Share with children the slides focused on Germany being poverty-stricken following the first world war.</p> <p><u>Activity</u> Give each table group a reason why World War II began:</p> <ul style="list-style-type: none"> - The Great Depression/Wall Street Crash - The Conditions of the Treaty of Versailles - The Rise of the Nazi Party <p>Children read their information and then discuss as a group. Then, split and mix each table group so that on each table there are a mixture of reasons why the war started. They must share their reasons why the war began with the rest of the group. Task: The children's task is to create a news bulletin, sharing the news that Britain has entered into war with Germany. In the news bulletins, the children must share some of the reasons why tensions have grown with Germany, exemplifying their knowledge of how the events of WW1 directly resulted in the start of WW2. Children can record their bulletins on a news background using the DoInk Greenscreen app.</p>
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Week 2

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Use a geographical source to locate a place of study.
Knowledge:	<ul style="list-style-type: none"> Know the countries involved in World Wars recognising the countries that formed the axis and allied powers.

Teacher guidance	
Session outcome: Sticky Dot Map	
Lesson exploration	<p><u>Sticky Knowledge:</u> Children complete a KAHOOT quiz based on learning from last lesson – why World War II started</p> <p><u>Main Activity</u> Recap: can children recall the dates World War II began and finished? Share more information about how the war started.</p> <p>Task – Children are given flags from the countries involved in the war. Can they use what they have learnt so far and prior knowledge of flags (year 3) and research to identify whether the countries belong to the axis powers or the allied powers. Children stick identified flags this into their books.</p> <p>Children to choose a source to locate countries on a world map (atlas, google earth, globe etc.). Children will create a sticky-dot key for the allied and axis powers. They will then annotate a map with the locations of the different countries and which of the powers they belonged to. (see image on Flipchart).</p>



Week 3

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> • Use literacy to communicate information about the past • Describe social and political diversity of the past and its evolution over time
Knowledge:	<ul style="list-style-type: none"> • Know the key historical figures involved in the war

Teacher guidance	
Session outcome:	
Lesson exploration	<p>Task</p> <p>Encourage children to think about the idea of a leader – what do people look for in a leader? Take ideas and add these to post-it notes for display.</p> <p>Provide children with an overview of the key historical figures of the time: Adolf Hitler, Mussolini, Stalin Churchill, Roosevelt, De Gaulle Sticky Knowledge: Once country is revealed were they an Allie or an Axis?</p> <p>Children split into groups and given a leader as their focus. Children research using a sources (provided by the teacher ... photos, newspapers, website links) *pre-check website content or use child friendly search engine – www.kiddle.co* Each group to create a factfile on their leader.</p> <p>Once created present to rest of class, who have questions to answer whilst listening to the presentation.</p>



Week 4 – Experience Day

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Select and use reliable sources of evidence to deduce information about the past
Knowledge:	<ul style="list-style-type: none"> Know how wars effected the daily lives of those in Britain

Teacher guidance	
Session outcome: QR code	
Lesson exploration	<p>Experience Day to develop empathy with those living during the war.</p> <ul style="list-style-type: none"> Air Raid Sirens Anderson Shelters Bombing Soundtracks – diary entries Aeroplane exploration - bombing The calling up of young men to go to war (5 years older than them could go) Pictures of the destruction of cities to show severity of War <p>QR code in books</p>

Week 5 – Cathedral Visit (Half Day)

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Identify continuity and change of history in the local community
Knowledge:	<ul style="list-style-type: none"> Know how World War II impacted Coventry

Teacher guidance	
Session outcome:	
Lesson exploration	<p>Big Question Lesson: Why is Coventry the city of Peace and Reconciliation?</p> <p>Visit Coventry Cathedral and explore the impact of the Blitz upon the city</p> <p>Analyse some photos of the Blitz to stick in their books ... Cathedral before it was bombed > Cathedral after the Blitz > New Cathedral</p> <p>Double Page Spread - Commentary or narrative to explain changes over time using evidence from historical events (The Blitz)</p>

Week 6 & 7



Focus Subject(s):	Art
Skills	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. . • Collect information, sketches and resources and present ideas imaginatively • Comment on artworks with a fluent grasp of visual language • Sketch (lightly) before painting to combine line and colour. • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Use brush techniques to create pattern and movement. • Use the quality of acrylic paint to create a visually interesting piece • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Use a variety of drawing techniques to add interesting effects • Use a style of drawing suitable to the work • Mixing textures and combining tactile qualities • Sketching lightly before sketch • Create a colour palette based upon colours observed in the natural or built world. • Combine colours, tones and tints to enhance the mood of a piece. • Develop a personal style of painting which draws on ideas from other artists • Create original pieces that show a range of influences and styles
Knowledge:	<ul style="list-style-type: none"> • I can take inspiration from artists who depict conflict • I recognise the impact the war had on the city of Coventry

Teacher guidance	
Session outcome: Blitz Artwork	
Lesson exploration	<p>Starter Activity Quiz Quiz Trade Instructions: You have each been given a card with a question based on something we have learnt during our topic. Your partner must try and answer the question. If they answer incorrectly, tell them the correct answer and swap cards.</p> <p>Main Activity Share with children information about The Blitz and, more specifically, how it impacted the city of Coventry. Discuss that war artists are commissioned to depict events such as The Blitz – why do children think this is the case? Share with the children the artwork by John Piper. Children will be taken step by step through the process of sketching the Old Cathedral onto A4 paper. They will do this lightly in pencil and should not be encouraged to use rubbers or rulers. Discuss how to show perspective by tracing the image on the board. Children create their own collage/painting depicting The Coventry Blitz, inspired by the works of John Piper.</p>

Week 8



Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Show awareness of the concept of propaganda and how historians need to understand the social context and how propaganda can effect interpretations of history Describe characteristic features of the past, including experiences of men and women during the war.
Knowledge:	<ul style="list-style-type: none"> Know about the role of women in the wars Know about propaganda

Teacher guidance	
Session outcome: Clips analysis of propaganda posters	
Lesson exploration	<p>Vocabulary Children play a game to reinforce vocabulary learnt during the topic so far. Vocabulary cards can be colour-coded to differentiate, green words being the least complex; red words the most.</p> <p>Main Activity Share with children an extract from our class text – Letters from the Lighthouse – that reinforces the idea of propaganda through the Pathe. Ask children: Why do the images jar with what Olive is hearing? Why might the news reporters' tone be 'jolly and brisk'? Show chn the image of Hitler on the propaganda poster. Ask them to write on their post-it notes what the image suggests about Hitler. What impression does it give of Hitler? Who was the audience? Introduce vocabulary of propaganda and give definition. Give children cut out copies of the propaganda posters. Instructions for children: On your tables you have a selection of propaganda posters. Can you decide what purpose these posters have? Then, can you organise them into two groups? It's up to you to decide the criteria for grouping.</p> <p>The posters show the roles of men and women during the war. What do they suggest about the job/role of men? How does this differ from the role of men? On the board, focus on the poster of the woman with the caption: 'Longing won't bring him back sooner...' Model to the children how you would analyse this propaganda poster. Task: Children use CLIPS to analyse the propaganda posters, exploring who they were aimed at, what they suggest about the role of men/women and how they are persuasive.</p>

Week 9



Focus Subject(s):	History	Geography
Skills	<ul style="list-style-type: none"> Select and use reliable sources of evidence to deduce information about the past and know about primary sources and give reasons for choices. Describe and understand human geography including settlements (evacuation), land use (farming), economic activity (factories), including trade links. (How human geography impacted upon bombings). 	
Knowledge:	<ul style="list-style-type: none"> Know how wars affected the daily lives of those in Britain 	

Teacher guidance	
Session outcome: Evacuee Letters	
Lesson exploration	<p><u>Sticky Knowledge</u></p> <p>Children will be given three envelopes, each containing a set of pictures. The collection of pictures all relate to a country involved in the war. Children need to use the pictures and the clues to decipher which of the countries is being shown (answers are on the flipchart).</p> <p><u>Main Activity</u></p> <p>Discuss with children some of the changes, such as aviation technology, during WW1. Q: How would they have impacted the war? A: It would have made it easier for the enemy to attack/to cause more devastation.</p> <p>Recap: changes made by the government to ensure the safety of people living in cities: air raid shelters and evacuation. Discuss with children the reason why children were sent to live in the countryside – how did geographical location impact different places during the war?</p> <p>Tell children that today we are going to get an insight into the life of evacuees. Discuss primary and secondary sources. Provide children with a range of sources linked to evacuation. Are the sources primary or secondary? How do you know? (Children can add to a PADLET to photograph sources and annotate).</p> <p>Key Questions:</p> <p>With your partner, discuss which of the sources of evidence tells you the most about life as an evacuee.</p> <p>- Is it a primary or secondary source? How does this affect its reliability?</p> <p>- CHALLENGE QUESTION: To what extent do you think the source of evidence shows bias? Give supporting evidence!</p> <p>Children will then listen to a first-hand account of evacuation from the perspective of an evacuee. Using the sources of evidence gathered, and Maureen’s account of evacuation, children will then write their own letter to their parent from the perspective of an evacuee. Children must include some of the bias discussed in the sources of evidence, such as the reassurance to their parents, and articulate what life was like for an evacuee.</p>

Week 10 – Remembrance Art – Lesley Whelan



Focus Subject(s):	Art
Skills	<ul style="list-style-type: none"> • Sketching lightly before sketch • Create a colour palette based upon colours observed in the natural or built world. • Use the quality of watercolour to create a visually interesting piece • Use brush techniques to create pattern and movement. • Combine colours, tones and tints to enhance the mood of a piece. • Develop a personal style of painting which draws on ideas from other artists • Create original pieces that show a range of influences and styles
Knowledge:	<ul style="list-style-type: none"> • I can take inspiration from artists who depict conflict • To understand the significance of the Poppy

Week 11

Focus Subject(s):	History	Maths
Skills	<ul style="list-style-type: none"> • Describe characteristic features of the past 	
Knowledge:	<ul style="list-style-type: none"> • Know how wars affected the daily lives of those in Britain including rationing 	

Teacher guidance	
Session outcome: Meal Planner	
Lesson exploration	<p>Share with children the government's response to food shortages – rationing. Ask children why they believe that food supplies became an issue (trade links/issue with travelling by boat due to threat from the axis powers).</p> <p>On children's tables, they will have either physical food or pictures of food. They will also have labels with an amount of time (i.e. 1 week/4days). Can they match the food label to the item of food to suggest how long they think each item needed to last people during the war. Share answers.</p> <p>Show children an example of a propaganda poster focused around food for soldiers. Encourage the children to think about the purpose of the poster. What is it suggesting? What does it tell us about life in Britain at the time?</p> <p>Task: Provide children with an overview of the rations a family would get for a week. Give children recipe for a variety of meal choices people would work throughout the week. Children would then work as a group to devise a meal plan of which meals they would make to last them a week (maths link – subtracting of quantities/conversion of amounts/ ratio).</p> <p>Challenge: Once all meals are planned, at the end of the week do you have enough ingredients left to make a sweet treat?</p> <p>Big Question: How did war impact on life and daily society?</p>

Week 12



Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Describe social and political diversity of the past and its evolution over time
Knowledge:	<ul style="list-style-type: none"> Know about the Holocaust

Teacher guidance	
Session outcome: Blackout Poetry	
Lesson exploration	<p>Recap Discuss with children Hitler's key beliefs – what were they? Explore Hitler's desire for a 'pure', German, Aryan race. Recap the vocabulary of anti-Semitism. What does this mean? How does this term fit contextually?</p> <p>Main Activity Give children historical context – discuss the rise of anti-Semitism across Germany in the 1930s and the creation of The Gestapo (The Secret Police). Encourage children to look at the image of The Nuremberg Law, introduced by the Nazis. What do they think the image is depicting? Give children time to discuss. Model to the children how they can unpick the meaning in the image. To the left it shows the so-called pure-blooded Germans. Ask them who they believe the black dots represent. Show children how propaganda was also used to encourage the German public to think negatively about the Jewish community. Ask the children: what does this suggest about Jewish people? How, in the historical context, would this have made Germans feel towards Jews? Show children Kristallnacht – The Night of Broken Glass. Explain that this night is often seen as the start of The Holocaust. Define The Holocaust. Show children how Jewish people were stripped of their basic human rights, i.e. concentration camps, distinguishing themselves through the Jewish Star, movement of Jews to the ghettos. Give children a selection of accounts of The Holocaust from the perspective of survivors, either through poetry, diary entries or interviews (see examples on the flipchart). Ask:</p> <ul style="list-style-type: none"> What is the mood of the person writing? Are there any themes apparent? What does the text suggest about life during The Holocaust? <p>Task: Using the eyewitness testimonies and accounts, children will create their own blackout poetry about life during The Holocaust. See the video on the flipchart to support children doing blackout poetry for the first time.</p>

Week 13

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Use dates and terms accurately in describing events.



	<ul style="list-style-type: none"> Use appropriate historical vocabulary including, dates, time period, era, chronology, continuity, change, century, decade, legacy
Knowledge:	<ul style="list-style-type: none"> Know how World War Two ended

Teacher guidance	
Session outcome: Creating a scaled timeline	
Lesson exploration	<p>Big Question Lesson: How did World War II end?</p> <p><u>Sticky Knowledge</u> Recap knowledge of the allied and axis powers – this is essential for the learning in this lesson.</p> <p><u>Main Activity</u> Run through the flipchart, focusing on events such as D-Day and Hiroshima and how they led to the eventual demise of the axis powers. Give children cards and either string or tape on the floor. Can the children create their own timeline? Discuss the need for an appropriate scale and how this can be achieved (through modelling) Children create their own double-page spread timeline in books, focusing on using an appropriate scale.</p> <p>Big Question: Was it right for Britain to go to war?</p> <p>Optional: Understand the importance of VE day</p>

Christmas Craft Activity

Focus Subject(s):	Geography
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Skills	<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
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Teacher guidance	
Session outcome: Christmas Stocking Decoration	
Lesson exploration	Christmas Craft Activity – Textiles ... Christmas Tree Decoration

