

**Thematic Planning for the Autumn Term**  
**World Wars – ‘Keep Calm & Carry on’**  
**Year 6**

**Big Questions**

1. Was it right for Britain to go to war?
2. Why is Coventry called the City of Peace and Reconciliation?
3. How did war impact on daily life and society?
4. How did World War II end?

**Values Question**

*Hitler was baptized Catholic but from a young age, he was not a believer. Explain how Hitler's life and the life of all those he affected might have been different if he had had faith.*

**Knowledge**

- Know why WWI and WWII started and the links between the two world wars
- Know the key historical figures involved
- Know how wars affected the daily lives of those in Britain including rationing
- Know the countries involved in World Wars recognising the countries that formed the axis and allied powers.
- Know how WWII impacted Coventry
- Know how the World Wars ended
- Know about propaganda
- Know about the role of women in the wars
- Know about the Holocaust
- Know about artists who depict conflict

**Vocabulary**

decade, chronology, change, century, legacy, Axis, Allies, neutral, Nazis, evacuation, evacuee, blackout, rationing, air raid, Blitz, propaganda, holocaust, atomic bomb

**Skills**

**History**

**Investigate and interpret the past**

Select and use reliable sources of evidence to deduce information about the past and know about primary sources and give reasons for choices.

Show awareness of concept of propaganda and how historians need to understand the social context and how propaganda can effect interpretations of history

Understand that no single source of evidence gives the full answer

**World History**

Identify continuity and change in history the local community

Describe social, political and cultural diversity of the past and its evolution over time

Describe characteristic features of the past, including experiences of men, women and children and its impact over time

**Chronology**

Describe the main changes in a period of history



	<p>Identify times of rapid change and contrast with periods of little change (e.g. suffragette movement) Use dates and terms accurately in describing events.</p> <p><b>Communicating historically</b> Use appropriate historical vocabulary including, dates, time period, era, chronology, continuity, change, century, decade, legacy Use literacy, numeracy and computing skills to communicate information about the past.</p>
<b>Geography</b>	<p><b>Investigate places</b> Use a geographical source to locate place of study (allied, axis and neutral).</p> <p><b>Communicate Geographically</b> Describe and understand human geography including settlements, land use, economic activity, including <b>trade links. (How human geography impacted on bombings)</b></p>
<b>Art</b>	<p>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 watercolour/ 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</p>
<b>Design Technology</b>	<p><b>Task: Christmas Craft – Stocking Cushion (Christmas decoration)</b> <b>Textiles</b> 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).</p>

