

### English

- Diary based upon life in the trenches
- Narrative/ Flashback based upon Piano film narrative
- Poetry children write their own poems based upon war time poems shared
- Journalistic writing newspaper report
- Drama War Horse
- Letter writing home from the battlefield to a loved one, with children describing the experience
- Evacuation instructions

## Year 6 Curriculum Links – Autumn



# Lest we forget

### Enrichment:

Residential, Bootcamp, Beamish, Theatre Company, British Legion in and recreate a street party & War Horse theatre production

### Immersion:

Drama life in the trenches, Old suitcase filled with the old man's memories - small shoes, war medals, a silk handkerchief, gold ring, b/w wedding photograph.

### Mathematics

- Comparing rationing prices
- Baking measuring based upon rationing and imperial measurements when making cakes.
- Fractions linked to rations
- Problem solving
- Co-ordinates – linked to battlefields / battleships
- 24 hour clock and its use during war time and
- Morse Code problem solving

### Geography

- To identify and locate where the countries of the Allies and the axis were - Defining 'Allies' and 'Axis' - Identifying continents and countries of both sides on a world map.
- To understand the importance of transport. Plot the out routes cut off by enemy action.
- To understand how we transported goods, why goods were not grown where they were needed, what influences the sites of farms and factories?
- To understand trade implications: Where did our food come from, and why did different things come from different locations?
- To understand the war front: and how the rations got to the front, and what was the importance of maintaining supply routes?

### PE

- To plan and create boot camp endurance, stamina and fitness sessions to prepare for the battlefield.
- To participate in drill routines.

### History

- To understand what was WW1/2 and how and why did it happen. (When it took place and which countries/world leaders were involved - How war broke out and how it ended)
- To know what was the Blitz and which areas were affected (Exploring photographs of the Blitz aftermath - Descriptions of what the Blitz was and where and when it occurred and strategies to prevent air raids.)
- To understand the effects of the air raids and why children were evacuated (Discussing safety measures such as blackouts, Anderson shelters during the Blitz)
- To understand what it was like to be evacuated - Why children were evacuated and how the system worked - Looking at a variety of sources to investigate what evacuation was like for those who went through it.
- To understand the need for rationing and its implications for daily life. Exploring how much food did people get each week and how ration books were used - Exploring 'Dig for Victory' campaign.
- To understand the significance of the holocaust and key figure Anne Frank - Looking at the experience of the war from different groups, e.g. gypsies, the disabled and Jews.

### Music

- To listen to songs of War time and understand the importance of music during the war.
- To investigate how music was used to boost morale – discussing famous WW2 songs - Vera Lynn and why was she the 'Forces' Sweetheart'? 'The White Cliffs of Dover' and 'we'll Meet Again'
- To compose a piece of music to reflect the Blitz - Exploring instruments and sounds to reflect the Blitz
- To develop ways of recording music on paper

### Science

- To investigate the role of scientific advances in WW2 - to investigate the use of new materials (e.g. nylon for parachutes), penicillin, radars, atomic bombs, etc.
- To investigate properties of materials – blackout curtains etc.
- To replicate a circuit to produce an air raid siren.

### Art & Design

- To discuss the use of propaganda posters and styles used to then design and create their own for a particular cause.
- To understand how feelings and emotions can be expressed through art.
- To use photographs of WW2 aircrafts to sketch battle scenes from the sky exploring shapes.

### SMSC

- To learn about empathy: What was it like to be on rations?
- To understand prejudices influence on the war and the targeting of difference races particularly Jews relate to current day.
- To understand how to keep safe through digital media.

### MFL

- Classroom routines - Answering the register, saying the date, describing the weather, asking for classroom objects and following simple instructions.
- Recap clothing and apply children's expression knowledge to explain their thoughts and opinions (linked to celebrities fashion sense/ styles, create own classroom catwalk)
- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*

### DT

- Design, make and evaluate an Anderson shelter.
- Create clay poppies for memorial garden
- Design and make a Morse code key.
- To create a wartime dish using Wartime recipes.
- To create a rag rug -'Make do and mend'

### Computing

- To use presentational skills to create a brochure, including pages on e.g. shelters, gas masks, evacuation, managing rations, etc.
- To create a multimedia presentation about an aspect of WW2.
- To understand what Morse code is and how it is was used to communicate.
- To carry out radio broadcasts and news reports on both Battle of Britain and VE day - Audacity

### RE

- Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam
- Theme: Christmas Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity
- Theme: Christmas Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity