

World War II

Year 6 Terms 3&4

Memorable activities!

Building Anderson shelters

Hobgoblin theatre production

World War II Day

Handling WWII artefacts

The BIG Questions...

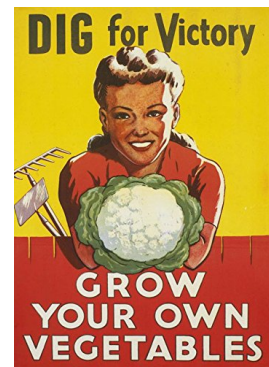
What was the cause of WWII? What are the emotions of war? What was life in Britain like during the war?

Key events

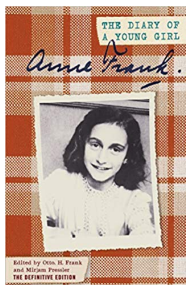
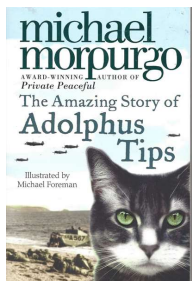
Rationing/Dig for Victory
Evacuees
The Blitz
D Day



alamy stock photo



Lead story and others...



Opportunities for visits, visitors and outdoor learning...

- Hobgoblin Theatre Company
- Fort Amherst visit
- Talk from grandparents who were evacuated

Key Skills and Knowledge

History

As historians we will study...

- Evacuees
- Soldiers/POWs
- The Blitz
- Dig for victory
- Rationing
- Women in war
- Wartime homes
- D day
- VE/VJ day
- Holocaust/Anne Frank

Possible activities

Timeline of WWII
Rationing drama
Compare and contrast homes of today with those in wartime.
Propaganda posters
Evacuee drama
Writing - write a story about an evacuee

Geography

As geographers we will...

- Map the nations involved in WWII- allies/axis countries
- Maps showing countries invaded by Hitler
- Blitz maps
- D day maps

Main Science Topic	<p><u>Evolution</u></p> <ul style="list-style-type: none"> ● To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. ● To recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. ● To identify how animals and plants are adapted to suit their environments in different ways and that adaptation may lead to evolution. <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> ● To identify and name the main parts of the human circulatory system and explain the functions of the heart, blood vessels and blood. ● To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 	<p>Newspaper report - The Beagle expedition</p> <p>Non-chronological report - organs of the body</p> <p>Organ dissection- sheep offal</p>
PSHE	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> ● To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. ● To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. ● To recognise different types of relationships, including those between acquaintances, friends, relatives and families. ● To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. ● To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. ● To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. ● To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others. 	
D.T.	<ul style="list-style-type: none"> ● What is the purpose of a shelter? ● What parts support and strengthen a simple structure? ● How can you reinforce your structure to avoid it falling? 	<p>Designing, building and testing Anderson Shelters</p> <p>Gas masks</p>

	<ul style="list-style-type: none"> • How can you join materials together successfully? • Can you draw your design? • Can you create a detailed design plan? • Can you use tools/equipment to build your Anderson Shelter? • Can you evaluate your shelter and consider improvements? • Will it survive a bomb dropping on it? <p>Food Technology</p> <ul style="list-style-type: none"> • Rationing recipes - carrot cookies 	Wartime Menu - 'Making Do'
R.E.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> • Find out about the Muslim belief in Ummah (community) • Find out about the Hindu belief in Ahimsa (harmlessness) • Find out about the Christian belief in Grace • Compare these beliefs and the impact they have on their communities • Learn about Gandhi and non-violence • Explore the story of Jesus sharing bread and wine with his disciples - the last supper 	Explanation text - Ummah, Ahimsa or Grace
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> • Draw for a sustained period of time over a number of sessions working on one piece. • Develop a sense of perspective in their artwork. • Demonstrate an awareness of composition, scale and proportion. • Use different techniques for different purposes, such as shading and hatching, understand which works well in their work and why. • Use pastels and silhouettes for effect 	Blitz pictures Emotions of war pictures - Henry Moore Propaganda posters
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> • Practice Digital Literacy • Become proficient users of Microsoft Word, Excel and Powerpoint • Insert and use tables • Sort data and make graphs • insert hyperlinks in powerpoints 	
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> • Learn about different faiths and religions • Understand the principles of sportsmanship • Understand the spirits of games and why they are played with rules • Understand the importance of following instructions 	DT project PE lessons RE topic
P.E.	<p>As sports stars we will...</p> <ul style="list-style-type: none"> • Choreograph a dance to show the emotions of war • Work in groups, using mirroring, synchronised movement, movement in cannon and sequence 	Emotions of war dance Pro Futures planning - invasion games
PFL	<p><u>Japanese</u></p> <ul style="list-style-type: none"> • I can demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness. • I can demonstrate dynamic qualities – speed, energy, continuity, rhythm. 	DGS outreach programme, planned by K. Simpson

	<ul style="list-style-type: none">I can demonstrate use of space – levels, directions, pathways, size and body shape	
Music	<u>World War 2 songs</u>	Listening to and singing WWII songschoreography