

Topic: Total War

Year group: 6

Term: Spring

Starting point:

BREAKING NEWS - Archduke Ferdinand has been shot! What will happen now?

End product:

VE Day celebration with the children to celebrate their learning.

VALUES:

Independent Isaac:

Pupils will show independence during lesson time, and when independently researching for homework.

Creative Christoff:

Pupils will exercise creativity during art and DT lessons, and in the way that they choose to present their learning.

Resilient Ruby:

Pupils will show resilience when working through tricky tasks, or learning about difficult subject matter.

Charlie Challenge:

Pupils will be challenged both in the classroom, and in their independent learning tasks.

Teamwork Trio:

Pupils will show teamwork when working on group tasks in lessons.

British Values:

Democracy (Pupil Voice):

Voting and debating in class. Opportunities to voice their opinions.

Rule of Law (British Law):

Links to how and why we went to war, and how British law is linked with this.

Mutual Respect (Respect):

Respect and tolerance of different races, religions and ethnicities.

Tolerance:

Respect and tolerance of different races, religions and ethnicities.

Subject areas/cross curricular links:

Science:

Year 6 coverage taught by EC/IM

D&T:

History:

Britain at War: changes to the country, significant battles and characters, front line and home front.

Geography:

Countries involved in conflict and where they are

ICT:

Research using iPads

R.E:

Ramadan and Eid

Art:

Focus on WW1/2 artists and recreating their style

PHSE:

Medicine and drugs/healthy lifestyle

English links:

Diary writing

Newspaper Articles

English writing and reading syllabus linked to WW1/2

MOTIVATION: For children to understand the causes and effects of WW1/2 and to understand the effects that it had on our country.		Maths links: N/A - Focus on coverage and revision for SATS.
What the children want to know: (completed after first lesson)		
R.E. (See unit plan) Spr 1: Ramadan and Eid Spr 2: Resurrection of Jesus	PSHE/Citizenship: Spr 1: Medicine and Drugs Spr 2: Healthy Lifestyle	

Subjects taken from New National Curriculum Objectives and Outcomes

Science (Specialist teaching - Mrs Creasey)

Living things and their habitats

Incl. Natural selection, 5 kingdoms, MRS GREN, Ani. Class.

Plants

Incl. structure, water transportation

Animals, including humans

Cells, genes & inheritance, kidneys

History:

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A significant turning point in British history, for example, the first railways or the Battle of Britain.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Geography:

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.

Design and Technology:

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Art:

Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ 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] ♣ about great artists, architects and designers in history.

Weekly Overview of Learning

WK	LI	Lesson 1	Lesson 2	Resources
1 6.1.20 SM	I am learning about the events that led to the commencement of World War 1, and how it affected the men and women of Britain.	Hook - Newspaper report shows that ADF has been shot. Create a timeline of events that occurred before the outbreak of war and acted as a catalyst.	What happens now for men? Debate on whether to enlist or object. What happens now for women? Debate on putting suffrage on hold to support the war effort.	Slides LIs Newspaper report
2 13.1.20 MF	I am learning about WW1 from the perspective of the men and women involved.	Teaching input on enlisting and conscription for men. What happens once you have joined the armed forces? What would they be expecting to do and see?	Teaching input on how life will change for women. What happens when the men leave? What is expected of the women on the home front? <i>In books: adjacent comic strips to show the differences between men and women during the war.</i>	
3 20.1.20 JA	I am learning about what life was like in WW1 for children.	Teaching input on what life was like before the outbreak of war. How does this change after war has begun? How does the war impact the children of Britain?	Teaching input on what life was like before the outbreak of war. How does this change after war has begun? How does the war impact the children of Britain? <i>In books: leaflet detailing the changes in the lives of children before and during the war.</i>	
4 27.1.20 MR	I am learning about how life changed for the people of	Teaching input on the kinds of food available for people of Britain during the war years, and understanding rationing.	Teaching input on the kinds of food available for people of Britain during the war years, and understanding rationing.	

	Britain during WW1.		<i>In books: ration books, filled out to show what they have prioritised for their families, and 'food diaries' to show what they have done with the ingredients that they have bought.</i>	
5 3.2.20 SM	I am learning about life on the front-line during WW1.	Teaching input how the soldiers would have lived on the trenches. Christmas truce information. <i>In books: mind mapped plan and published letter from home, written from a soldier to home.</i>	Teaching input how the soldiers would have lived on the trenches. <i>In books: mind mapped plan and published letter from home, written from a soldier to home.</i>	
6 10.2.20 MF	I am learning about life on the front-line during WW1.	Charcoal and water colour reproductions of images of the soldiers in the trenches. In books: posters of the children completing their art. Sketch books need to show the progression of learning.	Charcoal and water colour reproductions of images of the soldiers in the trenches. In books: posters of the children completing their art. Sketch books need to show the progression of learning.	
Half Term				
7 24.2.20 JA	I am learning about the events that led to the commencement of World War 2, and how it affected the men and women of Britain.	Input about the events that led to the commencement of war. Listen to the war announcement on 'Radio'. Discuss how the people of Britain might feel, going to war again so soon after WW1. In books, complete a time line of events to show understanding.	Complete a class debate, discussing whether or not they think Germany were right to go to war. One side of the class will be Germans, and the other Britons. In books, complete a discussion text, arguing both for and against Germany invading Poland.	
8 2.3.20 MR	I am learning about how war fare changed between WW1 and WW2.	Input on trench ware fare, and tank war fare. How did the arms race make a difference to the boom in technology? In books, illustrated mind maps showing the differences in how the wars were	Use the learning to answer the question: 'Why does technology improve so rapidly during times of conflict?' In books, answer the question independently.	

		fought.		
9 9.3.20 SM	I am learning about how life changed on the home front in WW2, and how this differed from WW1.	Input on, life for women and children: evacuation, rationing, moral boosting etc. In books, show two different letters, written from the perspective of a mother, and a child who have been separated due to evacuation.	Input on, life for women and children: evacuation, rationing, moral boosting etc. In books, create a table, showing the similarities and differences between the home front in WW1 and WW2.	
10 16.3.20 MF	I am learning about air raids, and the effect of 'the blitz' on the UK.	Input about what the blitz was, and how it effected the UK. Where did they go? What did they do during an air raid? Practise air raid in class. In books, write a short recount of an air raid, from the perspective of someone who has experienced one.	Use pastels and black sugar paper to produce silhouette art of the London skyline during the blitz. Posters for books.	
11 23.3.20 JA	I am learning about the Battle of Britain, and its significance in WW2.	Input about the Battle of Britain, what it was, where it was, how it was fought, and the impact it had on the war. Notes made in books to inform their next lesson.	Input about the Battle of Britain, what it was, where it was, how it was fought, and the impact it had on the war. In books, complete a comic strip to show understanding of the key moments during the Battle of Britain.	
12 30.3.20 MR	I am learning about the Holocaust, and the how the impact of this is still felt today.	Input about the holocaust (age appropriate). Anne Frank, who was she? Why was she important? Read from her diary. Why were Jewish people persecuted? Read from the poem 'First they came'	Input about the holocaust (age appropriate). Anne Frank, who was she? Why was she important? Read from her diary. Why were Jewish people persecuted? Read from the poem 'First they came'. In books, create a poster that shows the comparison of the holocaust and the treatment of Jews, and an event since that is comparable.	
13 6.4.20 SM	I am learning about how WW2 came to	Input about the events that led to the end of WW2, and victory for the allies.	Input about the events that led to the end of WW2, and victory for the allies.	

	an end.	In books, create a timeline of events and illustrate.	In books, think about what lessons we have learnt, and what we need to take forward into future conflicts.	
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