

Year 6 Spring 1 In The Blitz



Curriculum Driver: History

Create Explore Discover

Year 6

Autumn 2 – In The Blitz



Key Curriculum Driver: History

Other Curriculum Areas: Art, Geography, Science

Rationale: In the Blitz will give children an in-depth insight into the historical impact of World War 2. We will be continue our exploration of The Blitz itself, looking specifically at air raids and designing/making our very own Anderson Shelters. We will also be writing our own Blitz poem and investigating VE Day through some journalistic writing culminating in our very own celebration.

By the end of this topic, most children will:

- Gain excellent knowledge and understanding of a variety of reasons why The Blitz happened and the aftermath of it.
 - An understanding about the the War and the impact it had on children and their families.
- The effects War has had on modern day society.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
 - The ability to consistently support, evaluate and challenge their own and others' views using detailed and appropriate evidence.
 - The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
 - A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
 - A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of topics.

Children's knowledge will be shown by:

Extended Writing:

Recipes and Anderson Shelters(Instructions)

Newspaper reports for VE Day

Poetry

Purposeful Outcome – Added by class teachers after completeing topic web.

Year 6

Autumn 1 –In the Frozen Kingdom



Subject	Objective
Geography	<ul style="list-style-type: none">• Collect and analyse statistics and other information in order to draw clear conclusions about locations.• Identify and describe how the physical features affect the human activity within a location.• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.• Understand some of the reasons for geographical similarities and differences between countries.• Describe how locations around the world are changing and explain some of the reasons for change.• Describe and understand key aspects of:• physical geography, including: climate zones, mountains, earthquakes
History	<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history. <div data-bbox="439 1943 1025 2001">Create Explore Discover</div>

Topic Overview

Topic Hook

Just Press Play– book in a workshop where the children can observe/participate in drama activity.

In the Blitz

Curriculum Driver: History

Topic Outcome

Children will have gained extensive historical knowledge surrounding the World War 2, communicating findings in a variety of ways.

Coverage (Main Focus)

List activities

- Diary entries – based on life as an evacuee / a day in the life of Anne Frank.
- Newspaper report – reporting on the day after an air raid in the city.
- Evacuation – preparing ourselves for evacuation down to Bramley Train Station.
- Designing and making their own versions of Anderson shelters.
- Creating propaganda poster Who is it aimed at? What is it ?
- Electrical circuit to power Anderson shelter – linked to Blackout.

Free Writing Stimulus

Recount/diary entry as if you were an evacuee being taken away from your family.

Character profile – Adolf Hitler / Anne Frank.

Extended Writing Genres and Activities

Balanced Argument – Who was at fault causing the start of the War?

Diary entry – recounting experiences whilst being evacuated.

Writing a newspaper report reporting on the day following an Air Raid.

Letter home to loved ones from the battlefields.

Trips and Experiences

Just press play- drama activity.

Science Hook Lessons from activity book.

Eden Camp?

Cenotaph

Other subject Coverage

List activities

Geography – tracking movement of the Nazis through Europe.

DT – making our models of Anderson Shelters

Drama – Just press Play workshop.

Science - Circuits

Linked Texts

