

## Year 6- WW2 The Home Front



<b>Term:</b>	Autumn 2
<b>Subject focus:</b>	History and Design Technology
<b>Non-Fiction:</b>	Newspaper Report
<b>Fiction:</b>	Historical Narrative

Concepts	
History	Design Technology
Leadership/Legacy/Perspective	Innovate/Technique/Evaluate
<p>Following the NC, children are to learn about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. After learning about WW1 in Year 5, children are able to make comparisons between the two world wars and discuss the changes in alliances between countries.</p> <p>Children explore the effects of the war in their local area during the war, including; rationing, evacuation, the Blitz and air raid shelters. The topic allows for children to compare the changes in the local area between that period of time and modern day. Children will further explore the impact of the war including migration of the Windrush generation which links back to pupil's previous learning; and the introduction of the NHS and social housing in Britain. Children will also get the opportunity to learn about the great achievement of Alan Turing during the war, as well as the way he was treated afterwards.</p> <p>Having studied Europe in the previous topic, children will have a good geographical knowledge of the countries that were involved in the war, including the UK. Previous topics, such as North America and Asia will support the children's learning in this topic as they will have a geographical awareness of these also.</p> <p>In Design Technology, children build a prototype of a shelter that will withstand an impact. They will be able to draw upon prior knowledge of making a shelter for the desert, considering the properties of materials. In this unit, the children will need to consider the strength of the materials and the structure itself.</p>	

<b>History</b>		
<b>National Curriculum</b>		
<p><b>History</b></p> <ul style="list-style-type: none"> <li>• I can address and sometimes devise historically valid questions about change, cause, similarity and difference and significance</li> <li>• I can construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• I can understand how our knowledge of the past is constructed from a range of sources</li> <li>• I can make confident use of a variety of sources for independent research</li> <li>• I can describe a study of an aspect or theme in British history beyond 1066</li> <li>• I can use evidence to support arguments</li> </ul>	<p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• I can use research I have done into famous designers and inventors to inform my designs</li> <li>• I can generate, develop, model and communicate my ideas through discussions, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities</li> <li>• I can use my technical knowledge and accurate skills to problem solve during the making process</li> <li>• I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made</li> </ul>	<p><b>Computing</b></p> <p>I understand how to protect my computer or device from harm on the internet</p> <p>I understand how to report concerns about content and contact in and out of school</p> <p><b>Net Searching</b></p> <p>I can recognise trustworthy sources of information on the internet</p> <p>I can use a broad range of resources online to find exactly what I am looking for</p>
<p><b>Year 6</b></p> <p><b>History</b></p> <p><b>WW2 The Home Front</b></p>		
<p><b>Foundation subject Knowledge and skills</b></p>		
<p><b>When did this happen?</b></p>	<ul style="list-style-type: none"> <li>• Identify the main reasons for the start of World War II</li> <li>• Research Axis and Allied countries during the war</li> <li>• Explore children’s experience of war</li> <li>• Map occupied counties</li> <li>• Use maps of the world to show the axis and allied countries and which counties were occupied by Germany.</li> <li>• Know that World War 2 started on September 1st 1939 when Germany invaded Poland</li> <li>• Know that on September 3rd 1939, France and Great Britain declared war on Germany</li> <li>• Know that on May 7th 1945 when Germany surrendered</li> <li>• Know that World War 2 ended on September 2nd 1945, Japan surrendered and WW2 ended</li> <li>• Understand how primary sources and secondary sources can be used to create conclusions about events</li> <li>• Know that on March 22nd 1933 the first Concentration Camp was opened</li> <li>• Know that on November 23rd 1939, the Yellow Star was introduced</li> </ul>	

	<ul style="list-style-type: none"> <li>• Know that in early 1940, European Jews were persecuted in German occupied countries</li> <li>• Know that on May 20th 1940, Auschwitz opened</li> <li>• Know that on July 31st 1941, the final solution was introduced. This was intended to eradicate Europe of all Jews</li> <li>• Know that on December 8th 1941, the first Death Camp was opened at Chelmno</li> <li>• Know that in January 1942, mass gassing of Jews at Auschwitz began</li> <li>• Know that in late 1943, Death Camps were closed and evidence destroyed due to Russians advancing from the East</li> <li>• Know that on November 20th 1945, surviving Nazi leaders were put on trial at Nuremberg</li> </ul>
<p><b>Who were the significant people?</b></p>	<ul style="list-style-type: none"> <li>• Know that Winston Churchill was the Prime Minister during 1940-1945. He took over in May 1940 after a disastrous start to the war in which Germany had conquered much of Europe</li> <li>• Know that Adolf Hitler was the leader of the Nazi Party and Chancellor of Germany between 1933 and 1945</li> <li>• Know that the war started when Germany invaded Poland and it was Hitler who initiated the Holocaust. Know that he is responsible for the death of millions of people</li> <li>• Know that Hitler killed himself on 30<sup>th</sup> April 1945</li> <li>• Know that Anne Frank was a victim of the Holocaust who kept a diary of her time in hiding.</li> <li>• Know that Anne Frank and her family hid in a secret attic in Amsterdam. After years of hiding, her family were taken to a concentration camp, where Anne died of Typhus.</li> <li>• Know that Alan Turing was a British mathematician. During World War 2 he worked as a code breaker, cracking German codes created by Enigma machines</li> <li>• Know that Enigma machines were invented by a German man, Arthur Scherbius. It was like a typewriter that were used to transfer secret messages</li> <li>• Know that in 1936, Turing created the idea of a special machine that could follow simple codes. He called this the 'Universal Machine. These are now known as a 'Universal Turing Machine' and they formed a lot of the ideas behind computing</li> <li>• Know that during the war Germany sent encrypted messages about military strategies. In order to win the war, it was vital that the Allies were able to decode these messages</li> <li>• Know that Turing started working at Bletchley Part and devised a way of cracking the German's code. He invented something called a 'Bombe' which tried out lots of different solutions for breaking a code before finding the correct one.</li> <li>• Know that by Breaking the German code meant that the Allies knew when and where attacks were planned. Without Turing's discovery, it is likely that the war would have continued for another two years-meaning millions of lives were saved</li> <li>• Turing was awarded an OBE in 1946 for his wartime work. He died on 7<sup>th</sup> June 1954</li> <li>• Know that Turing fought against prejudice through his life as he was a homosexual. This led to him being arrested. In 2009, the British Government publicly apologised for the prejudice shown towards Turing</li> <li>• Know that George A Roberts was too old to fight in the Second World War so became a fireman. He completed his training with the Auxiliary Fire Service in 1939. He served as a brave fire fighter, putting out fires and saving lives while the bombs fell and exploded in London during the Blitz. He was based at New Cross Fire Station and in 1943 was made a second leader.</li> <li>• Know that in 1941, wearing his AFS uniform, his portrait was painted by the war artist Norman Hepple and widely exhibited.</li> <li>• Know that in 1955, George was awarded the British Empire Medal which was presented to him by King George VI at Buckingham Place</li> <li>• Know that in 2016 George was honoured with a Southwark Heritage Association Blue Plaque. It can be seen on the outside of his former home in Camberwell. In 2018 a Red Plaque was unveiled by the London Fire Brigade on New Cross Fire Station where George was stationed during WW2</li> </ul>

<b>What was life like?</b>	<ul style="list-style-type: none"> <li>• Know what the Blitz was and how it affected everyday life</li> <li>• Know which areas were targeted for air raids and why</li> <li>• Know about gas masks, blackouts, shelter and evacuation</li> <li>• Know what rationing was and why it was necessary</li> <li>• Know how rationing impacted on people's lives</li> <li>• Know why some groups of people were targeted by the Nazis during the war e.g. Jews</li> <li>• Learn about Anne Frank</li> <li>• Know about the Jewish Holocaust</li> </ul>
<b>How does this effect today's world?</b>	<ul style="list-style-type: none"> <li>• Recognise different ideologies and that not everyone shares the same views and feelings</li> <li>• Suggest why some sources omit important information (e.g. German History Books)</li> <li>• Know that in 1936, Turing created the idea of a special machine that could follow simple codes. He called this the 'Universal Machine. These are now known as a 'Universal Turing Machine' and they formed a lot of the ideas behind computing</li> <li>• Know that on 15<sup>th</sup> July 2019, the Bank of England announced that Alan Turing's image will be featured on the new £50 not, which is due to enter circulation in 2021</li> </ul> <p><b>Windrush</b></p> <ul style="list-style-type: none"> <li>• Know that after the war, the British Nationality Act gave 800 million people in the commonwealth the right to claim British citizenship</li> <li>• Know the reasons why this Act was passed (need for workers as so many had died in the war)</li> <li>• Know that the NHS was set up in 1948 and needed doctors and nurses</li> <li>• Know during the 1950s and 60s there was a mass migration of workers from many English-speaking countries in the Caribbean, particularly Jamaica, who settled in Britain</li> <li>• Know the jobs that they came over to do (labourers, hospitals, railways etc)</li> <li>• Know that the people who came to England at this time are those who were a major contributing factor to the rebuilding of the post-war economy</li> <li>• Know about the journey of the immigrants on the Windrush</li> <li>• Know that many of the passengers of the Windrush settled in Brixton and led to the development of large Caribbean communities who have contributed to life in Britain ever since</li> <li>• Use a range of sources to learn about how the Jamaican's who came to England were treated upon their arrival</li> <li>• Know that in 1998, the area in front of the Tate Library in Brixton was renamed 'Windrush Square' to mark the 50<sup>th</sup> anniversary of the arrival of the Windrush</li> </ul>
<b>Design Technology</b>	
<b>Year 6</b>	
<b>Design Technology- Construction</b>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Research the different shelters used during WW2 and evaluate their effectiveness, materials used and how they were made</li> <li>• Research William Paterson and his work into designing the Anderson Shelter</li> <li>• Research different types of shelters used today and the purposes for them</li> <li>• Make annotated sketches of different types of shelters</li> <li>• Make comparisons between different shelters, the materials used and the properties of the materials</li> </ul>

- Design a shelter, which are able to withstand a small impact e.g. a tennis ball falling on it
  - Incorporate the use of an electrical system which will sound/light up if the shelter fails
  - Make prototype of chosen shelter and evaluate the successfulness of the structure, materials and techniques used
  - Make necessary alteration to the design and make a shelter which will successfully withstand the impact
- Evaluate end product against the design criteria

<b>Writing Outcomes</b>	
<b>Non-Fiction</b>	<b>Fiction</b>
Newspaper reporting event from WW2	Text: Rose Blanche Write in role as a character from a known book (Rose Blanche) describing conflicting events

<b>Year 6</b>	<b>Evolution:</b> Narrative including the use of direct and indirect speech to move a narrative on <b>Evolution:</b> Write about the life and work of Charles Darwin/Mary Anning
<b>KS3</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> <li>-summarising and organising material, and supporting ideas and arguments with any necessary factual detail</li> <li>-applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> </ul> </li> </ul>

## Writing workshop

### Fiction

#### Previous knowledge and skills

<b>Year</b>	<b>Topics and outcomes</b>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• We're going on a Bear Hunt: Children to learn the repetitive language in the story and be able to use this in their play</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• So Much: Retell the story in your own words.</li> <li>• The Ugly Duckling: Create a story map and retell the story using narrative language</li> <li>• Talk in first person about events which have happened to them</li> <li>• Talk in second and third person about events which have happened to others</li> <li>• Use the correct pronouns and proper nouns when speaking about other people</li> </ul>
<b>Year 1</b>	<b>Queen Elizabeth II:</b> Write in role as the queen's knicker maker to tell the story of being asked to make the Queen's knickers to wear to school <b>Island Life:</b> Write the setting of a narrative based in Jamaica
<b>Year 2</b>	<b>The Great Fire of London:</b> Write in the role of someone who witnessed the Great Fire of London <b>Journeys Around London:</b> write in role as Paddington Bear about his day in London, describing key landmarks
<b>Year 3</b>	<b>The Tudors:</b> Write a narrative set in Tudor times, including the use of dialogue <b>Through the Ages-Stone Age:</b> Use of powerful verbs to describe action, thoughts and feelings; descriptive language (expanded noun phrases, adjectives, similes) and adverbial phrases to write the ending to a known story
<b>Year 4</b>	<b>Romans:</b> Write in role as Boudicca, the burning of London and the march to St Albans (Character, description and direct speech) <b>Here Come the Vikings:</b> Write alternative ending/chapter referring to historical facts, including the use of dialogue to move the story on <b>Saving Planet Earth:</b> Write a narrative in a dystopia/utopia using figurative language
<b>Year 5</b>	<b>Doctor, Doctor:</b> Narrative set in the time of the plague, including the use of reported and direct speech <b>Blast Off:</b> Descriptive narrative set in another world

## Year 6

### Writing Workshop: Historical narrative

Text: Rose Blanche

<b>Outcome</b>	Write in role as a character from a known book (Rose Blanche) describing conflicting events
<b>Purpose</b>	Retell events in history
<b>Text Structure</b>	Opening that includes a setting (of place and time) and introduces character/author A series of events that build up

	Complications Resulting events Resolution and ending
<b>Language Features</b>	Written in first person Written in past tense Chronological Main participants are human Connectives that signal time Dialogue in different tenses Verbs used to describe actions, thoughts and feelings Language
<b>Expected Punctuation</b>	Colons for independent clauses Semi-colons for independent clauses Paragraphs-linking ideas Hyphens/ single dashes Ellipses Formal and informal Synonyms and antonyms Passive and active Subjunctive verb forms Subject-verb agreement Layout devices Subject and object
<b>Links to future learning</b>	
<b>Year 6</b>	<b>Evolution:</b> Narrative including speech to move the story on <b>The Mayflower:</b> Narrative, recounting an event
<b>KS3</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> <li>Writing a wide range of purposes and audiences, including: <ul style="list-style-type: none"> <li>-well-structured formal expository and narrative essays</li> <li>-stories, scripts, poetry and imaginative writing</li> </ul> </li> </ul> </li> <li>• Plan, draft, edit and proof-read through: <ul style="list-style-type: none"> <li>-considering how their writing reflects the audience and purposes for which it was intended</li> <li>-amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> <li>-paying attention to accurate grammar, punctuation and spelling</li> </ul> </li> </ul>

