



Title: The Blitzed Brits

Year: 6

Subject Focus: History/Art

Rationale

Beginning with investigating the start of WW2, with England declaring war on Germany. Learning about the impact of the Battle of Britain focusing on evacuees. Additionally, we will be taking a look at other aspects of WW2 that effected Britain's at home like rationing and people from other places in Europe like Anne Frank.

Start Date: 02.09.19

End Date: 18.12.19

Opportunities for Home Learning:

Homework will be set weekly (English and Maths) and will be based on our Topic. Additional home learning tasks will be sent over half term relating to our topic.

How will we deepen learning:

We will deepen learning by stretching the children to place themselves in the same situations as the individuals being studied.

Outcome:

- Topic book completed
- WW2 day
- Newspaper
- Diary entry
- Descriptive writing
- Biography
- Poetry
- Propaganda posters

Hook:

- Chamberlain speech
- Lion, Witch and the Wardrobe clip
- Introduce Mister Tom

Sharing Success:

Remembrance Day assembly

How will we embed our school values?



Positive: attitudes of the British public
 Resilience: learning about the British public: Keep Calm and Carry on
 Respect: Troops and soldiers and Britain today
 Aspiration: Chamberlains speech
 Success: Winning the War

Milestones Covered in this Topic:

<p>Lead Subject:</p> <p>History</p>	<p>Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.(Year 6 Only) • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use original ways to represent information</p>
<p>Other Subjects:</p>	<p>Reading</p> <ul style="list-style-type: none"> • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Predict what might happen from details stated and implied. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Prepare poems and plays to read aloud and to perform, showing understanding



	<p>through intonation, tone and volume so that the meaning is clear to an audience.</p> <ul style="list-style-type: none"> ● Make comparisons within and across books. <p>English</p> <ul style="list-style-type: none"> ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>ensuring the consistent and correct use of tense throughout a piece of writing</p>
<p>Art</p>	<ul style="list-style-type: none"> ● Use lines to represent movement. ● Choose a style of drawing suitable for the work (impressionistic). ● Use a choice of techniques to depict movement, perspective, shadows and reflection. ● Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). ● Spot the potential in unexpected results as work progresses.