

## Music

- Recognise and name a selection of popular songs from WW2.
- Name and research some famous musicians from the time of WW2.
- Listen with attention to detail to the lyrics of the songs and analyse their meaning.
- Appreciate and understand a range of high-quality live and recorded music drawn from the time of WW2 and from musicians of that era.

## Literacy

- Use informal and formal language appropriately where necessary.
- Unpick and identify the features of a formal letter.
- Use the full range of punctuation taught.
- Use emotive language to make the reader feel something.
- Use the 5 senses to describe the Blitz.
- Consider word choice to make writing effective and suitable for purpose.
- Use a range of literary features to enhance descriptive writing (foreshadowing, pathetic fallacy, oxymorons, similes, metaphors, onomatopoeia, personification).
- Structure writing effectively, ensuring use of cohesive devices to make writing flow.
- Discuss the features used by the author and their impact.
- Write in the style of Anne Frank, using understanding of the times she lived in, as well as her opinions and mannerisms.
- Use ambitious vocabulary that is suited to the genre.

## Happy, Healthy Me

Understand how we can have different relationships with different people, consider how to maintain healthy relationships, deal with conflict, learn strategies to manage their feelings, discuss how we express love. Talk about how we can learn from the past. Justify our actions. Appreciate artistic freedom.

**By the end of the topic, our children will be able to... (Steps needed to reach end point)**



## Blitz Britain

## Year 6 Summer term 1

## Geography

- Use maps, atlases and globes to consider the position of countries involved in the war.
- Use the 8 points of a compass to describe the position of allies in relation to enemies and to provide directions to soldiers who need to avoid enemy territory.
- Carry out independent research into a chosen aspect of the war and present this information to their peers.
- Use correct geographical terminology accurately.
- Analyse evidence and draw conclusions using their understanding and interpretation of geographical information.
- Use a range of primary and secondary sources.

## History

- Study a turning point in British history (World War II).
- Describe how some things from the past (pre and post war) influence life today.
- Use a wide range of sources to collate, analyse and present information about Britain in the 1930s and 1940s.
- Order significant events from the war chronologically on a timeline.
- Evaluate evidence and choose the most reliable form.
- Understand how people's points of view can affect their version of events.
- Show empathy towards characters / events from history.
- Show an awareness of key figures in history (Hitler, Churchill, etc).
- Investigate their own line of study by posing a question about the war.
- Identify and compare changes within and across time periods
- Understand how some historical events occurred concurrently in different locations.
- Show an understanding of key events during the war and their impact on people in Britain.
- Understand and explain rationing, evacuation, propaganda, treaties and allies.

## Art / DT

- Eric Henri Kennington study- compare and contrast with other artists studied and state a preference.
- Design, make and evaluate an Anderson shelter.
- Choose tools, materials and resources to use, considering their suitability.
- Adapt a design according to feedback / issues faced.
- Plan, design and make a sculpture, using Kennington's work as inspiration.
- Include both visual and tactile elements in their sculptures.
- Develop skills in working with clay.
- Work safely with a range of tools.
- Accurately assemble, join and combine materials for their shelter.
- Use colours to reflect mood and emotions by designing a propaganda poster.
- Use charcoal to sketch a WWII picture, using cross-hatching and shading.
- Revisit and review their work, taking on board feedback from the teacher and their peers.