

Britain Since the 1930s and World War II

OVERVIEW: The aim of this sequence of work is to help the children develop an understanding of how World War II and technological advances since 1930s have shaped the world in which we live today.

Children will have an opportunity to investigate:

- the manipulation of images using ICT,
- the role and purpose of popular music in times of conflict
- dances of the period and the growth of dance hall popularity

As part of the Face of Britain national and whole school project, children will spend time in Art creating a Pop Art self-portrait in the style of Andy Warhol. This sequence of work will encourage them to explore proportion, colour and shape. They will develop their wax resist techniques and develop their understanding of how to use ICT to manipulate images to achieve a particular effect. The maths areas of study were chosen after examining the tests pupils completed in year 5, and choosing the areas of weakness in the target pupils.

Maths links

Literacy links

British Values

ICT link

Wood End Park Academy: Year Six

Autumn Term Curriculum Overview

Enrichment

	English	Maths	Science	History	Art	Music	ICT	RE and PSHE
Displays <i>Location?</i>	Our work is incredible - photocopied LO* work in literacy. Outside RS	Maths question key word/topic board - capacity Outside HM.	In classrooms - generic investigations Evolution - outside HM	WW2 Remembrance Day/British legion	Printing (Pop art) Queen's Birthday Art - outside KW	War time music - outside HM	E Safety - near photocopier.	Puzzle pieces - all about me
Trips / visitors	This year the ch will visit the RAF museum where they will take part in various workshops about life during the Blitz. They will build on the knowledge gained throughout the whole term - they will see their previous knowledge of the war, come to life!							
Safety	E-safety- ongoing							
Assembly	Eid Diwali							
Whole school focus	History day Black History Month Anti-bullying Session							
Opening Minds	Reflection- linked to reviewing/ revisiting/ evaluating in Art and PE							

Core subjects

	<u>Grammar</u>	<u>Spelling</u>	<u>Science</u>	<u>Computing - KD/BH</u>
	<p>Handwriting Expectations</p> <p>Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality and is increasing the pace of writing while sustaining neatness and accuracy.</p> <p>Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. as at left and can explain why a particular pen colour and thickness was chosen for a particular poster or flyer and is able to write quickly and for extended periods without loss of neatness and legibility or undue strain or cramp.</p>		<p>MW</p> <p>Evolution Habitats</p>	
Session 1	<p>I can identify nouns e.g. Proper - London, Katherine. Abstract - depressed Collective - herd, pack.</p> <p>I can identify verbs e.g. run, walk, talk</p>	Connectives	<p>I can ask questions about Scientific phenomena.</p> <p>Laptops to research definitions of key vocabulary</p>	I can research on WW2 and begin creating a PowerPoint presentation.
Session 2	<p>I can use adjectives to describe nouns e.g. enormous, gorgeous, good-looking (hyphenated words!)</p> <p>I can use adverbs to describe verbs e.g. gingerly, excitedly</p>	Connectives	I can recognise some of the limitations of evidence.	I can complete my PowerPoint presentation on WW2.

Wood End Park Academy: Year Six

Autumn Term Curriculum Overview

Session 3	<p>I can use adjectives to compare nouns e.g. greatest, happiest</p> <p>I can use a range of connectives correctly e.g. furthermore, also</p>	<p>Plurals of words ending in 'o' e.g. volcanoes</p>	<p>I can explain how inheritance works from observations.</p> <p>Venn diagrams to present data - mother, father, child in the centre.</p>	<p>I can add transition effects and animations to my PowerPoint presentation on WW2.</p>
Session 4	<p>I can use a range of conjunctions correctly e.g. however, although, on the other hand</p> <p>I can use capital letters and full stops to denote sentences</p>	<p>tele- e.g. telephone, telegraph, teleport</p> <p>LA: Plural of 'y'</p>	<p>I can present my findings from observations.</p> <p>Laptops to research some of the influences in changes throughout evolution.</p> <p>Describe time intervals - comparing large numbers</p>	<p>I can complete a quiz on E-safety using all my knowledge.</p>
Session 5	<p>I can use nouns and pronouns to avoid repetition</p> <p>I can use question marks correctly</p>	<p>bi- e.g. bicycle, biceps, bicentenary LA: -ear</p>	<p>I can find evidence that suggests that Mary Anning contributed to the theory of evolution.</p> <p>Laptops to research MARY Anning and her contribution to evolution.</p>	

Wood End Park Academy: Year Six

Autumn Term Curriculum Overview

Session 6	I can use exclamation marks correctly I can use capital letters correctly	trans- e.g. transparent, transport LA: 'ou' words	Evolution- Biography I can describe Mary Anning's life and how she contributed to science.	
Session 7	Grammar Test	Plurals 'f', 'ff', 'fe' e.g. wolf, cuff, wife LA: Plurals 'f', 'ff', 'fe'	TEST	
Session 8	I can use and identify prepositions e.g. before, on, in, outside	-ive e.g. positive, collective, native. LA: Words ending in 'a'	Adaptation lesson	
Session 9	I can explain how words are related (synonyms) e.g. small, tiny	-tion e.g. transition, imagination, organisation LA: Words ending in 'o'	Habitats	
Session 10	I can use the present and past tense of verbs. e.g. ran, run	-sion e.g. conversion, mission, aggression LA: -ly	Habitats	

Wood End Park Academy: Year Six

Autumn Term Curriculum Overview

Session 11	<p>I can use an ellipsis effectively.</p> <p>I can use modal verbs to indicate degrees of possibility. e.g. should, would, could</p>	<p>auto- / circ-</p> <p>e.g. autobiography, circumnavigate</p> <p>LA: ice</p>	<p>Writing- non-chron report</p> <p>Classification</p>	
Session 12	<p>I can use a semi-colon effectively</p>	<p>-ful</p> <p>e.g. helpful, painful, beautiful</p> <p>LA: Double consonants</p>	<p>Habitats</p>	
Session 13	<p>I can pick out the word class of different words in a sentence</p>	<p>-cian</p> <p>e.g. politician, magician, electrician</p> <p>LA: verb endings</p>	<p>Habitats- TEST</p>	
Session 14	<p>Grammar Test</p>	<p>Spelling Test</p>		

Foundation subjects

	<u>History - WW2 HM</u>	<u>Music (NMc)</u>	<u>Art - Andy Warhol KW</u> <u>DT- Fashion through decades KW</u>	<u>RE RS</u>	<u>PE HM</u> <u>Gymnastics</u> <u>Video recording</u>	<u>PSHE RS</u>
Session 1	<p>I can investigate the role of governments in the outbreak of the Second World War.</p> <p>Chn describe and make links between events and changes.</p> <p>Events can be interpreted in different ways</p>	<p>I can analyse the purpose of wartime music.</p>	<p>Art</p> <p>I can analyse artwork and consider different artistic features.</p> <p>Investigate work of great artists</p> <p><u>Symmetry in artwork</u> <u>Translation of shapes/images</u></p>	<p><u>I can write a biography about Mother Theresa</u></p>	<p>I can travel around the gym demonstrating a variety of levels and speeds.</p>	<p>I can describe the features of a good and happy school. (Class charters)</p> <p>I can name different feelings and explain the strategies to deal with uncomfortable feelings</p> <p><u>Cameras - Take photos of emotions</u></p>
Session 2	<p><u>I can order & locate significant events</u></p> <p>Select and organise information</p>		<p>I can experiment with different artistic materials for effect.</p> <p>Manipulate a range of materials and processes</p>	<p>I can explain how Christianity influenced the life of <u>Oliver Cromwell</u></p>	<p>I can demonstrate a range of shapes during flight.</p> <p><u>Describe positions and shapes.</u></p>	

Wood End Park Academy: Year Six

Autumn Term Curriculum Overview

<p>Session 3</p>	<p>I can explore the impact of the Second World War on the lives of men.</p> <p>Chn describe and make links between events and changes. Cause and effect.</p>	<p>I can investigate how mood is created in wartime songs.</p>	<p>I can produce a piece of art inspired by Andy Warhol.</p> <p>Communicate ideas with an awareness of different kinds of art.</p>	<p>I can relate bible passages to Martin Luther King's teachings</p>	<p>I can demonstrate counter balance to show changes in shapes and sequences.</p> <p>Cameras- Video sequences for evaluation</p>	<p>I can describe a welcoming class.</p>
<p>Session 4</p>	<p>L.O. I can understand why propaganda posters were used during The Second World War.</p> <p>Events can be interpreted in different ways (different points of view)</p>		<p>I can refine my artwork inspired by Andy Warhol.</p> <p>Adapt and refine my work</p>		<p>I can evaluate the sequences of my team.</p> <p>Repeated patterns, alternating steps</p>	<p>I can name things I like in my school and things I would like to change.</p>
<p>Session 5</p>	<p>I can present information in different ways</p> <p>Lap tops/Computers</p> <p>Select and organise information</p>	<p>I can explore the message and rhythm of a wartime song.</p> <p>Patterns in music, volume increases/decreases, decibels</p>	<p>I can use art materials to enhance my image.</p> <p>Manipulating materials and processes</p>	<p>ICT Suite - Research</p> <p>I can make comparisons with other daily worship</p>	<p>I can explore apparatus including the wall mounted apparatus.</p>	<p>I can list the good qualities of my school.</p>

Autumn Term Curriculum Overview

Session 6	<p>Writing- diary</p> <p>I can explain key events during the Blitz</p> <p>Know importance of time - when certain events would happen e.g. curfew, radio/news</p>		<p>I can use ICT skills to produce a final piece.</p> <p>Analyse and comment on methods and approaches used.</p>		I can develop simple sequence that includes performing shapes and balances accurately.	I can describe some strategies for overcoming difficult situations
Half Term						
Session 7	<p>I can suggest how people could protect themselves during an air-raid</p> <p>Chn can show factual knowledge about an event</p>	I can compose and perform a verse for a wartime song.	<p>DT</p> <p>I can investigate fashion through the decades.</p> <p>Research using lap tops</p> <p>Research from various sources</p>		I can develop different methods of rolling and an understanding of what shapes are needed and what shapes can be explored.	I understand and use a variety of ways to criticise constructively and respond to criticism.
Session 8	<p>I can find out about evacuees from photographs</p> <p>Evaluating sources and information</p>	I can investigate propoganda songs.	<p>I can design a fashionable outfit for a particular decade -</p> <p>Design software</p> <p>Use my understanding of</p>	I can write a leaflet to explain the importance of various artefacts within Sikhism	I can develop basic methods of flight and understanding the principles behind effective jumping.	I know how it might feel to be excluded or treated badly because of being different in some way.

			design criteria			
Session 9	<p>Writing- letter to family</p> <p>I can explain what it might have felt like to be an evacuee.</p>		<p>I can experiment with different types of stitching for effect and purpose.</p> <p>Work with a range of tools and equipment/ processes</p>	<p>I can write a non-chronological report to describe the significance of the 5 K's</p>	<p>I can develop flight onto apparatus and combining shapes into the flight.</p>	<p>I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.</p>
Session 10	<p>I can find out about WW2 society by examining recruitment posters.</p> <p>Chn select and organise information</p> <p>ICT- pictures and formatting</p>	<p>I can perform a wartime song.</p>	<p>I can follow my design to produce a piece to accompany my outfit - design software</p> <p>Apply my understanding of computing to programme and control</p>	<p>I can make comparisons with other daily worship</p> <p>MATHS: sorting with venn diagrams, Carroll diagrams, choosing how to sort</p>	<p>I can develop a sequence that will include a range of gymnastics actions, balances and jumps that demonstrates changes in level and speed</p>	<p>I know that behaviour is linked to thoughts and feelings.</p>
Session 11	<p>I can understand how the role of women changed because of the war.</p> <p>Links between past periods and society</p>		<p>I can follow my design to produce a piece to accompany my outfit - design software</p> <p>Work from my own</p>		<p>I can demonstrate a sequence to an audience and complete peer assessment.</p>	<p>I know what happens when I am overwhelmed by my feelings</p> <p>I know some ways to</p>

Wood End Park Academy: Year Six

Autumn Term Curriculum Overview

			detailed plans...			calm myself down
Session 12	<p>I can describe how the war impacted homelife in Britain.</p> <p>Links between past periods and society</p>		<p>Mini evaluation</p> <p>I can follow my design to produce a piece to accompany my outfit.</p> <p>Work from my own detailed plans...</p>			<p>Anti - Bullying Session LO</p> <p>I can understand what I can do to help stop bullying.</p>
Session 13			<p>I can evaluate my work against the success criteria.</p> <p>Test and evaluate my product.</p>			