

The Big Question WW2 – How were lives in Britain and Retford changed by WW2?			Main Subject Focus History	Year Group: 6	Term: Summer 1
Science: Area of Study	Geography: Area of Study	History: Area of Study	Computing: Area of Study	RE: Area of Study	Writing Opportunities: Genres
	<p>How has our country changed since the war? Understand geographical similarities and differences through the study of human and physical geography of a region in a European country in WWII</p> <p>Know, name and locate the capital cities of neighbouring European Countries in relation to WWII and changes in recent history.</p>	<p>WW2 I can identify Britain's part in WW2 and compare with that of WW1. I can explain which British Values were being fought for during WW2. I understand the importance of women during ww2 through the Land Girls & Bletchley Park. I can explain how the Home Front protected Britain. I am able to identify Neville Chamberlain and Winston Churchill as key political British figures. I can explain the impact WW2 had on modern day Britain – both locally and nationally. I can draw my own timeline and accurately measure where the key dates are on a timeline of a period of History I am studying.</p>	<p>I can insert video I can combine animation with text.</p>		<p>Newspaper report – outbreak of WW2 Non-chronological report - Homefront Evacuee diary Blitz narrative</p>

		<p>I can describe the significance Winston Churchill, as a key political figure, in WW2.</p> <p>I can identify how a key political figure, Winston Churchill, contributed to a change in the course of History.</p> <p>I can evaluate the reliability of a source of evidence when bias is considered.</p> <p>I understand that there are different interpretations of an event and explain why this is.</p>			
Novel/Books: Time Train to the Blitz					
RSHE: Area of Study	Art: Area of Study	PE: Area of Study	DT: Area of Study	Music: Area of Study	MfL: Area of Study
<p>What will change as we become more independent?</p> <p>Know how growing up and becoming more independent comes with increased opportunities and responsibilities.</p> <p>Know that friendships may change and grow and how to manage this.</p> <p>Recognise how to manage change, including moving to secondary school; how to ask for support or</p>	<p>Explore linear perspective when recreating a Blitz skyline/the falling wall art.</p> <p>Explore 3D horizontal perspective when creating Spitfires</p> <p>Experiment with colours using water colour paint associated with feelings during WW2 (Propaganda posters and 'A House Collapsing on Two Firemen, Shoe Lane, London').</p> <p>Modify and improve my designs of War Time artists</p>	<p>Striking and Fielding</p> <p>Play to agreed rules.</p> <p>Explain rules to others.</p> <p>Umpire.</p> <p>Make a team and communicate a plan.</p> <p>Lead others in a game situation</p> <p>Orienteering</p> <p>Plan a route and a series of clues for someone else.</p>	<p>Rationing – war time recipes (café)</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques focusing on WW2 rationing.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Know how songs by Glen Miller, Vera Lynn and Flanagan and Allen impacted the people of the time.</p> <p>Sing in harmony confidently and accurately.</p> <p>Perform parts from memory.</p>	<p>I write a paragraph of 4 or 5 sentences</p> <p>I substitute words and phrases.</p> <p>I hold a simple conversation with at least 4 exchanges.</p> <p>I understand the main points, and some of the detail including simple opinions in a spoken story, song or passage.</p>

<p>where to seek further information and advice regarding growing up and changing.</p>	<p>(The Wall) by creating a 'mood board' to test different effects of smoke, fire and rubble. Explain why I have used different tools and/or specific techniques to create WW2 artwork (Spitfires, 'A House Collapsing on Two Firemen, Shoe Lane, London', Blitz skylines)</p>	<p>Plan with others, taking account of safety and danger.</p>		<p>Take the lead in a performance using my voice or instruments.</p>	
--	--	---	--	--	--