



**Holy Trinity Church of England Academy**  
**Termly Plan**  
**Year Group 6**

<b>Focus + Area of Curriculum</b> <i>e.g</i> <b>Engage, Develop, Express Innovate</b>	<b>Objectives</b>	<b>Activity and lesson outline</b>	<b>Differentiation</b>	<b>Resources/ Key Questions</b>	<b>Next Steps/ Necessary Skills</b>
Engage  History	To use historical artefacts to gather evidence	A carousel of activities with suitcases. Children investigate the contents of each suitcase to decide the owner and possible destination. Suitcases to be from rich evacuee, poor evacuee, soldier, modern holiday maker, land girl Pupils to discuss the contents and create a pen picture of each character, making comparisons and using historical evidence as clues. Pupils to present their findings to another group.	SEN/LAPs – prompt questions available to initiate discussion, possibility guides  MAPS – use of prompt questions  HAPS – scribes for the group, present group findings	Who did these suitcases belong to? How do you know?     A variety of suitcases filled with historical artefacts.	
PSHE Art	Explore a controversial or emotive issue, considering both sides of an argument before forming a personal view or opinion.	Look at a range of posters and propaganda materials used during the War. Talk about how these presented evacuation to parents and to those who might offer homes to evacuees. What messages did they give? How successful were they in reassuring parents? Discuss the use of persuasive language. Pupils to look at 4 different examples and complete annotations (field of white) Following this pupils to be given images and in pairs create a slogan using ideas from previous posters.	Mixed ability pairs – more support needed with SEN (possibly group of 3)	What were the important messages of the posters? Were they successful?     Posters Propaganda materials	



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				Images from posters	
PSHE History	To empathise with evacuees	What are the expectations on evacuees? (brave, good boys and girls, not letting parents/country down) Show pupils a possible list of items to take in their own evacuation suitcase. Demonstrate how you would go about choosing 10 items, justifying your choices. Model recording choices and justifications. Items listed and justification for each item. Compare choices of staff and discuss reasons why. Children to choose and justify their own items.	SEN – writing frame with sentence starters and possible justification words (practical, reminds, comfort)  HAPS – more in depth explanation to each item relating to historical knowledge and their reasoning	Which items are the most important?  List of items Writing frame Word bank	
<b>Engage</b> <b>Geography</b>	To locate places targeted by German air raids	Give each child an evacuation label, noting where evacuated from and where to. Look at map of UK – using atlas find location they are going to and as class plot each place on a whiteboard. What do they notice about the places evacuated from and what about the places evacuated to? Suggest reasons why some areas of the country were more likely than others to be bombed. Use a key to show the areas targeted for attack and those used for evacuation. Use this information to help them add detail to their letters home in future English lessons. Pupils to plot on own map their evacuation destination and their home town with further examples. Pupils to write a brief explanation why certain areas were targeted.	LAPS – places plotted and need to label  MAPS – label and plot  HAPS – more in depth explanation	Why were certain areas targeted by the Germans?  Map of UK targeted areas	
<b>Engage</b> <b>History</b>	To compare rural and urban lifestyle at the time of World War Two	Investigate the differences between rural and urban life at the time of World War 2. Link to then and now. Create a comparison grid for then and now ( water supply, use of domestic tools such as fridges, hoovers etc)	SEN – compare life then and now  LAPS –writing frame	How did life compare in war time to present day life?	



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	To compare life during World War Two and present day life.	Create a comparison diary, focus on changes in lifestyle between rural and urban. Pupils to research using photographs.	MAPS – avoid modern day colloquialisms  HAPS – need clear comparisons emotive language and language from the period	How did rural life compare with urban life? Images from Cornerstones and others of rural evacuees and urban life	
<b><i>Develop History DT</i></b>	To understand why rationing was needed	Introduce rationing – Why was it needed? Discuss Britain not being able to grow enough food to feed the population. Import food but Germans started blockading imports using u boats. How did people manage? Show Dig for Victory posters and ration book introduced rationing so food produced was used more fairly. Produce own Dig for Victory posters. Look at war time recipes and children to split into small groups to taste some war time food. Make some examples such as chocolate spread made with mashed potato and small groups removed to work in kitchen with TA (carrot cookies, vinegar cake, carrot jams, potato cakes)	LAPS – slogan provided  HAPS – make their own slogan and think about the consequences of rationing	How did rationing make life fairer? Why was this important?  Cooking items Posters Ration book	
Develop History	To use secondary sources to examine the effects of bombing on South Shields	Bombing Danger – Introduce London Blitz and why this was the worst affected place. Link to South Shields and the effects on our local community. Look at newspaper reports and photographs from the time examining the effects of bombing. Discuss strategies to counteract the worst effects of bombing – black out, ARP wardens, shelters, gas masks. Pupils to be set a challenge to black out windows in the classroom choosing from a range of materials – choose pupils to be ARP wardens and judge whether black out is successful or not. Highlight the importance of blackout ( lights off to test) Ask pupils to imagine living like this.	Mixed ability groups	What were the strategies communities adopted in order to keep safe?  Newspaper cuttings Black out materials ARP arm bands	



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History English	To use a journalistic style  To understand the effects of war	Show pupils newspaper reports from the time highlighting effects on South Shields. Link to English – Pupils to use appropriate vocabulary and create their own newspaper report after an air raid on South Shields. Examine headlines closely – what do they notice? Children to on whiteboards create own headlines – check for punchy and propaganda type language. Pupils to include formal language, a balance of fact and opinion, use of direct and reported speech.	LAPS – planning grid provided  MAPS – use of formal language and accurate use of direct and reported speech  HAPS – use of formal language /possibly bias	How was South Shields affected during war time?  Newspaper reports	
Art	To investigate the use of specific media	Investigate the use of chalks and pastels. Use of thin and thick lines, shading using finger rubbing. Blending colours to create effects. (link to burning/Blitz,bombing)	Assessment of skills	How can we use pastels effectively?	
Art	To develop compositional skills	Show some examples of Blitz images using silhouettes and coloured pastels as fire. Plan their Blitz picture and create a background using pastels.	Skills based		
Art	To develop compositional skills To develop fine motor skills (cutting) To develop an understanding of shape	Show examples of silhouettes including modern day images. Can the pupils identify the image? Why do they think silhouettes are effective for this type of image? Create the silhouettes for their picture. Templates available for less confident pupils. Examples may include planes, buildings, people, shelter, ARP, Firemen.	LAPS – use of templates  MAPS – include one main silhouette  HAPS – choose a combination of silhouettes	Silhouettes of images	
Art	To compose an image which has an emotional impact	Construct finished product. Evaluate the use of art techniques and the effectiveness of the image. Which silhouettes are most effective? What emotions are stirred from looking at the images?	HAPS – write an evaluation of the effect of their image	Which of the images were most effective and why?	
History DT	To investigate and explain the	Bombing and shelters. Look at a range of shelters and how people were kept safe. Compare their use and features	Mixed ability research groups	Why were shelters needed?	



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	purpose and use of air raid shelters.	(Morrison shelters, street shelters, Victoria tunnels, tube stations, Anderson shelters) Examine when people would have used them. Look at how they were structured. Construct a large scale Morrison shelter in the classroom.		Materials for shelters	
DT	Select the most appropriate materials and frameworks for different structures, explaining what makes them strong.	Pupils to design and make their own Anderson shelter. Look at images of Anderson shelters to determine what they were made from and how they were constructed. Use a range of materials to construct a structurally sound, miniature Anderson shelter. Use their structures to test loading capacity using rubble or sand. Record their results on a spreadsheet highlighting the most effective structures. Keep photographs of before and after testing.	LAPS – design sheet with prompts  MAPS – use variety of structures  HAPS – evaluation of the structure	How did people stay safe in war time?  Materials for Anderson shelters Design sheets	Pupils to be sent home with poems from war time to learn for next lesson.
English	To explain how civilians could stay safe	Discuss ways to keep safe. Introduce idea of safety guide and who audience was. Pupils to create a safety guide including shelters, black out, gas masks. Use formal language and ensure clear explanation. Extend to changing use of language for children as audience.	LAPS – structure to follow  MAPS – one version  HAPS – two different versions	How did people stay safe?	
Music History PE Maths English	To investigate school life for a War time child	World War Two School day – Pupils to carry out their school day as if they were living at the time. Maths – chanting times tables and basic arithmetic. English – learn poems by heart and recite, dictation using pen and ink, playtime games – hopscotch, marbles, jacks, tag. Wartime packed lunch – bread and cheese in brown paper bag, bread and jam, chocolate spread sandwiches, corned beef, fruit cake, apple Afternoon – investigate Battle of Britain aircraft recognition, investigate famous fighter pilots. Continue with learning and singing war time songs.	As world war two all treated the same	What was school life like in war time?  Ink and pens War time packed lunch Images of aircraft Information about fighter pilots	
History Geography Develop	To understand the causes of the Second World War	War Declared – Why was War declared? Look at the countries involved (GB and Commonwealth/European allies against axis forces) Locate countries on a map. Colour the allied countries, neutral countries different colour and axis countries another colour.	LAPS – countries labelled  MAPS – list of countries to label	Map of Europe  Transcript of speech	



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	To locate the countries involved in the Second World War	<p>Listen to the speech when war was declared by Neville Chamberlain on 3<sup>rd</sup> Sep 1939. How would you feel if you were listening to this speech? What effect would it have on listeners and Chamberlain himself?</p> <p>Pupils to create a diary entry explaining effects on them and what they think the future will hold. Remind pupils about the features of diary entries. Ask them to imagine they are hearing the speech in 1939.</p>	<p>HAPS – independent label countries</p> <p>LAPS – include own reactions/emotions</p> <p>MAPS – include own reactions and reactions of others</p> <p>HAPS – reactions of others/themselves and hopes for the future</p>	Youtube link	
History Geography	To identify the countries occupied by German forces	<p>Discuss the progress of the war. Discuss the retreat of the British forces from Dunkirk. Add these events to the timeline. Label a map of countries that were occupied. Show video clips of different battles and what the soldiers would wear. Is anything different from what soldiers would wear now?</p> <p>Children to create a comic strip detailing the adventures of one soldier and his evacuation from Dunkirk. Listen and reflect upon the Dunkirk speech.</p>	<p>LAPS – comic strip template first 3 frames given</p> <p>MAPS – list of events to be included</p> <p>HAPS – independent organisation</p>	Comic strip template	
DT History	<p>To understand the significance of the Battle of Britain</p> <p>To create a glider</p>	<p>Battle of Britain. Discuss the Battle of Britain and create a glider of a Spitfire.. Test the gliders. Modify the design to make it more effective.(possibly weight the front, change the shape of the wings)</p>	<p>LAPS – support given with construction</p> <p>HAPS – evaluation</p>	Glider Evaluation sheet	



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History	To understand the importance of Normandy landings  To extract relevant information from a text	D day – Show Youtube clip of D day and Eisenhower’s speech combined. Discuss the effects of the music and speech combined. Watch powerpoint and complete reading comprehension on topic of D day.	LAPS – retrieval  MAPS – use of language  HAPS –use of language	Youtube clip Powerpoint Reading comprehension	
History PHSE	To investigate leaders during the Second World War	Leaders of WW2 – introduce the leaders. Pupils to research the different leaders, finding out facts about each leader. Work in groups and present findings to another group using jigsaw technique. (Hitler, Churchill, Mussolini, Roosevelt, Stalin, Princess Elizabeth)	Mixed ability research	Possible websites re leaders	
PHSE History	To understand that some people were persecuted for their religion.	Investigating the way Jews were treated – What was Hitler’s philosophy and how did this effect his treatment of the Jews? Introduce idea of having to wear a star, restriction of liberties. Choose a group of pupils to be treated differently for the lesson. ( sweets to all others, 5 minutes extra playtime, ) Explain why activity carried out and how did it make them feel. Link to Anne Frank. Pupils to create a list of regulations for Jews. Link to current events – islamophobia – one whole religion being blamed for something.	LAPS – choose appropriate regulations from given list  MAPS – list instructions  HAPS – use of language applicable to historical period	Resources re Jewish treatment	
PHSE History	To understand the effects of the war on different groups	Anne Frank Investigate how Jews tried to escape the German forces. Introduce the idea of Anne Frank and her family. Why did they hide? What would they have to do in order to survive? What would life be like in hiding? Pupils to read extracts from Anne’s diary, focusing on her emotions and the effects on herself and her family. Pupils to write a diary entry from the perspective of the hidden Jew or the person helping the Jews.	LAPs – emotions , first person  MAPS – emotions, effects on individuals	Extracts of Anne Franks’ diary	



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			HAPS – more insight into effects on people groups		
	To understand the effects of the war on different groups	Introduce the final solution. How far did Hitler go to eliminate the Jewish race? Introduce concentration camps and how they were treated. Explain the use of gas chambers and how people were systematically killed. Pupils to choose a way to respond to the events. (create a drama scene as news report)	Mixed ability groups		
Innovate English	Spoken language En SL 7 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Possibly combine activities into two days street party at end. •Listen to Winston Churchill’s end of war speech. How do you think people felt when they’ve heard it? Imagine you’ve just heard the speech on the wireless and have a conversation about it with a friend. Investigate some of the language used in the speech. Discuss how people would feel knowing war had ended after six years. Write a transcript of dialogue between two friends, having heard the speech.	LAPS – basic emotions  MAPS – discussing effects on family members  HAPS – discuss change on society as a whole	How did people find out about the war ending?  speech	
English Computing	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar	Let’s organise a street party to celebrate the news! Find out what people did at street parties after the war. What will you need to organise? •Write a letter or invitation persuading the residents of your street to come to the party! Perhaps you could invent a slogan for the end of the war? Create using ICT.	Mixed ability planning groups	How did people celebrate the end of the war?  Invitation template Information about street parties	





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	writing as models for their own.			photographs	
DT/Art	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	<ul style="list-style-type: none"> <li>•Design and make your own bunting to decorate the houses. Remember to 'make do and mend'!</li> </ul>	Mixed ability groups	Materials for bunting (paper/string)	
Dt Maths	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	What will you have to eat? Decide what you could make – but remember rationing is still in place and will be for a long time after the War! Is there anyone you could invite to help you bake some wartime recipes? Can you find out exactly when rationing ended?	Mixed ability groups	Ingredients Recipes Kitchen time	
Music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Reflect on spiritual, moral, social, and cultural issues,	<p>Decide what music and songs will be played or sung at the party. Can you practice your favourite song of the time to perform?</p> <ul style="list-style-type: none"> <li>•Many dads, who have served as soldiers, sailors and airmen, are on their way home! Can you write a simple song to welcome them? What kind of things might their children want to say to them?</li> </ul>	Mixed ability groups	Music Song lyrics	



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	using imagination to understand other people's experiences. Improvise and compose music for a range of purposes using the interrelated dimensions of music.				
DT/Art	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	•It's party time! Make sure you wear your Sunday best! Perhaps you would like to make a flag or a banner to wave?	Mixed ability groups	Materials for banners Possible examples	
English PHSE	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	My word! People are celebrating all over Great Britain! Look at the pictures taken... How do you think people were feeling? What does it say in the newspapers of the time?	LAPS – include headline, main events, vocabulary provided  MAPS – include fact and opinion, direct and reported speech  HAPS – as above effects on society	Example end of war newspaper headlines Word lists	



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English PHSE	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Write a diary entry recalling your end of war celebration. Try to express your feelings as well as describing what happened. (You never know who might read it in the future...) Listen to Princess Elizabeth's speech to children of Commonwealth.	LAPS – own emotions  MAPS – reflecting on family  HAPS – society effects	How did the war ending affect children?	
Express Computing History PHSE	To present information in an organised way	Pupils to work individually to plan and create a multimedia presentation demonstrating their knowledge of WW2. Pupils decide order and information to include.	By outcome	What have we learned about children during WW2? How can we most effectively present this?	
Express PHSE English	To use formal language To empathise with children of WW2	Write a speech for children detailing their experiences through the war and how their lives would never be the same again. Present information to parents as an assembly/celebration event.	By outcome Supported a s necessary	How can we present this most effectively?	