

Year Group Curriculum Planning Overview

Year Group: Y6	Term: 2	Unit: WW2	Timescale: 12 weeks	Values: Self-belief/Respect			
Big Question: What was the impact of WW2 on the people who lived at that time?			Core Text: Friend or Foe/ Carries War/Goodnight Mr Tom				
	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Steps to Understanding Questions that help to focus in on answering the Big Question	How and why did the war start?	What was the blitz, how did it affect the people?	When, where and why children were evacuated in World War II?	What is rationing and how did people adapt to deal with reduced product availability.	What influence did propaganda have on people and why was it used?	What was the importance and significance of the role of women during World War II.	What were the effects of the events of the Holocaust in World War II and what is its impact on us today?
Core Knowledge What do I want each child to know by the end of each step?	Who started the war? What were the reasons? Which countries were involved? Identify key events of WW2 How and when did the war finish?	Which cities were affected? How did every day life change? How did people protect themselves?	Why were children evacuated? What did they take with them? Where did they go? How did children feel about being evacuated?	Why was rationing introduced? What foods were available? What steps did people take to help with the rationing issue? (grow your own)	What is propaganda? Why is it used? What form did it take? What affect did it have on people?	What jobs did women do? Why did they have to do them? What affect did this have on their independence?	Who was Hitler? What were his views and he did he have them? What did he do to the Jews? How did WW2 finish?

Key Vocabulary	World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers	Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb	Evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book	Rationing, ration book, Dig for Victory, Lord Woolton.	Propaganda, persuade, shock, emotional blackmail, sacrifice	Women, factory, munitions, Women's Land Army, Women's Voluntary Service (WVS), Women's Auxiliary Air Force (WAAF), Women's Royal Navy Service (WRNS), Auxiliary Territorial Service (ATS)	Holocaust, antisemitism, prejudice, Nazi, genocide, Jewish, scapegoat, values
What are the difficulties and misconceptions?	Children unaware of the events of WW2, family members not involved so children not knowing the stories, misconception about Germany coming to England						
Prior Learning:	Children know that WW2 occurred.						
Ignition: How will you begin your unit?	Introduce the topic. Go through the learning over the next few weeks.						
Rationale:	Children to understand how ww2 has had an impact on our lives today. Start off with memory box and blacked out windows. Explore things in memory box. What era are these things from? Why do you think windows are blacked out? Topic to end with a VE party - kitchen staff to serve VE party food.						
Trips:	Coventry Cathedral and the Imperial war Museum in Manchester						

Medium Term Planning

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
1	Know that a world war took place and that Britain played a key role in it.	What was the impact of WW2 on the people who lived at that time?	How and why did the war start?		Who started the war? What were the reasons? Which countries were involved? Identify key events of WW2 How and when did the war finish?	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT: Select and organise information making appropriate use of dates WALT: Find out about beliefs, behaviour of people to understand how and why WW2 started WALT: Select maps for a purpose to locate countries involved in the war on a map and discuss their roles		Entry Ticket – on the timeline plot WW1 and WW2 Plot key dates, characters and events from WW2 (Timeline) Map shading activity	Memory box WITH WW2 props, PPT, SEN timeline sheet, map activity, atlas	World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers	Map labelling	Exit Ticket – identify which of the people from

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
2	Children may not know what the word blitz means and why it happened.	What was the impact of WW2 on the people who lived at that time?	What was the blitz, how did it affect the people		Which cities were affected? How did everyday life change? How did people protect themselves?	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT: Write an explanation about what it was like to live through an attack during the blitz x2		<p>Watch YouTube videos</p> <p>Research and create a fact file about how to stay safe during the blitz – Lights out/air raid shelters</p> <p>Write a diary entry explaining what it was like to experience the blitz from the point of view of child or a warden.</p> <p>(LA/SEN to use diary entry template and vocab sheet)</p>	Use links from Historical society as suggested by FM	Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb	Diary writing, fact file, notes	Exit Ticket – identify which of the people from

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
3	Children too use techniques learnt in art so far e.g. shading, blending etc.	What was the impact of WW2 on the people who lived at that time?	What was the blitz, how did it affect the people?		Which cities were affected? How did everyday life change? How did people protect themselves?	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>Art Week</p> <p>WALT: Refine their technical and craft skills in order to improve their mastery of materials and techniques.</p> <p>WALT: Select appropriate materials to represent an image from the blitz x2</p>		<p>Look at pictures from the night scenes of skylines/buildings</p> <p>Practise blending/shading techniques for backgrounds (In sketch books)</p> <p>Create silhouettes showing a scene from the blitz – the sky and buildings</p>	Pencils, wax crayons, sketch books	Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb	None as it is an Art week	Exit Ticket – identify which of the people from

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
4	Children may know what an Anderson shelter is and what it was used for.	What was the impact of WW2 on the people who lived at that time?	What was the blitz, how did it affect the people?		Which cities were affected? How did everyday life change? How did people protect themselves?	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>WALT: Explore ways of keeping safe during the blitz</p> <p>WALT: Understand the and function of Anderson shelters during WW2</p>		<p>Compare and contrast the benefits of the three different types of air raid shelters – Anderson, Morrison and Public</p> <p>Differentiated labelling worksheet</p> <p>Create a public announcement advert informing people about the use of air raid shelters</p> <p>LA/SEN to use ready made pictures/headings to arrange.</p>	<p>Advert examples, pictures of air raid shelters, PPT</p>	<p>Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb</p>	<p>Comparison writing, adverts</p>	<p>Exit Ticket – identify which of the people from</p>

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
5	Children understand the term Evacuees.	What was the impact of WW2 on the people who lived at that time?	When, where and why children were evacuated in World War II?		Why were children evacuated? What did they take with them? Where did they go? How did children feel about being evacuated?	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
DT WEEK WALT: Communicate ideas through detailed labelled drawings and develop a design specification WALT: Select appropriate tools, materials, components and techniques WALT: Re-create Henry Moore 'Shelter'		Create an initial design, plan materials and modify plans – label Create Anderson shelters using materials chosen in their designs Practise shading skills, look at examples of Henry Moore 'Shelter' and re-create one of his images.	Images, Cardboard, plastic, shoe boxes, paint, wood, green tissue paper	evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book	None as it is a DT week	Exit Ticket – identify which of the people from

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
6	Children to know evacuees had to be separated from their families and move away to other parts of the country.	What was the impact of WW2 on the people who lived at that time?	When, where and why children were evacuated in World War II?		Why were children evacuated? What did they take with them? Where did they go? How did children feel about being evacuated?	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT: Identify what evacuees needed to take with them on their journey		Hot Seating Activity Watch interviews of evacuees	YouTube videos, pictures, PPT, evacuee letters	evacuation, billeting officer, city, country, homesick, gas mask,	Drama, roleplay, letters	Mini quiz, entry ticket, exit tickets

Look at the suitcase and its contents. Discuss the following questions

How old do you think the suitcase is?

Who do you think the suitcase belongs to?

What do you think it is to be used for?

What do you know about the contents of the case?

What do the contents tell us about the owner of the case?

Why would the owner of the case need those items?

What else might the owner want to pack in the case?

<p>WALT: WALT: Construct informed responses about when, where and why children were evacuated in World War II.</p>	<p>Suitcase activity</p> <p>Write a letter as an evacuee</p>		<p>identity card, ration book</p>		
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Half Term

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
7	Children understand the term rationing to be limitations on food.	What was the impact of WW2 on the people who lived at that time?	What is rationing and how did people adapt to deal with reduced product availability.		<p>Why was rationing introduced?</p> <p>What foods were available?</p> <p>What steps did people take to help with the rationing issue? (grow your own)</p>	
<p align="center">WALTs (Linked to national Curriculum Objectives and skills)</p>		<p align="center">Differentiated Activity GD/ EAL/ SEN/Behaviour</p>	<p align="center">Resources</p>	<p align="center">Vocab</p>	<p align="center">Cross curricular writing</p>	<p align="center">AFL End of week quiz Exit Ticket</p>
<p>WALT: Explain what foods were rationed during World War II and explain why it was necessary</p> <p>WALT: Understand how people adapted to deal with reduced product availability.</p>		<p>Children to create a non-chrono about rationing LA/SEN – Use non-chrono template Create a dig for victory poster</p> <p>Differentiated Comprehension activity</p>	<p>Non-chron WAGOLL, ration books, example meals, PPT</p>	<p>Rationing, ration book, Dig for Victory, Lord Woolton.</p>	<p>Non-chron, posters</p>	<p>Mini quiz, entry ticket, exit tickets</p>

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
8	Children understand the term rationing to be limitations on food.	What was the impact of WW2 on the people who lived at that time?	What is rationing and how did people adapt to deal with reduced product availability.		Why was rationing introduced? What foods were available? What steps did people take to help with the rationing issue? (grow your own)	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT: Create a weekly meal plan and ration book WALT: Re-create a wartime meal - DT		Menu comparison activity – now and then Use rationed ingredients to make a war time meal Instructional writing – recipe	Non-chron WAGOLL, ration books, ingredients oks, example meals, PPT	Rationing, ration book, Dig for Victory, Lord Woolton.	Instructional writing	Mini quiz, entry ticket, exit tickets

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
10	Children will not understand the term propaganda.	What was the impact of WW2 on the people who lived at that time?	What influence did propaganda have on people and why was it used?		What is propaganda? Why is it used? What form did it take? What affect did it have on people?	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT: Create a poster for propaganda WALT: Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings WALT: Understand and listen with attention to detail to recall sounds with increasing aural memory		Children to make their own posters to encourage women to work Write a persuasive speech to encourage men to join the war LA/SEN – Use points given to create their speech Listen to and perform songs that were used to uplift people’s mood during WW2	Propaganda posters, WW2 songs, lyrics, PPT	Propaganda, persuade, shock, emotional blackmail, sacrifice	Persuasive writing	Mini quiz, entry ticket, exit tickets

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
11	Children unaware of gender differences in terms of job roles during WW2.	What was the impact of WW2 on the people who lived at that time?	What was the importance and significance of the role of women during World War II.		What jobs did women do? Why did they have to do them? What affect did this have on their independence?	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT: Find out about women's wartime jobs and describe what they entailed in detail		Create job adverts inviting women to work Offer of Employment Letters Job Description Activity Sheet Training Post Labels Propaganda Poster Activity Sheet Role of Women Pre and Post World War II Activity Sheet	Job advert examples, PPT, Internet	women, factory, munitions, Women's Land Army, Women's Voluntary Service (WVS), Women's Auxiliary Air Force (WAAF), Women's Royal Navy Service (WRNS), Auxiliary Territorial Service (ATS)	Adverts	Mini quiz, entry ticket, exit tickets

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
12	Children unaware of how many deaths were caused and how many Jews were killed.	What was the impact of WW2 on the people who lived at that time?	What were the effects of the events of the Holocaust in World War II?		<p>Who was Hitler? What were his views and he did he have them?</p> <p>What did he do to the Jews?</p> <p>How did WW2 finish?</p>	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>WALT: Construct informed responses that involve thoughtful selection of relevant historical information</p> <p>WALT: Explain what the Holocaust was and describe some events that happened.</p> <p>WALT: Construct informed responses that involve thoughtful selection of relevant historical information</p>		<p>Holocaust Report Activity Sheet</p> <p>Lessons to Live by Poster Activity Sheet</p> <p>What was the impact of WW2 on the people who lived at that time?</p> <p>Recap on this term learning, children to write a response to the big question – look through their books to help them answer</p>	PPT, Videos, pictures	Holocaust, antisemitism, prejudice, Nazi, genocide, Jewish, scapegoat, values	Written analysis	Mini quiz, entry ticket, exit tickets

	<p>Mention that the war continued in the Pacific with the bombings of Hiroshima and Nagasaki finally ending the war and culminating in VJ Da</p> <p>VE celebration party – children can dress up in party clothes- hall to be decorated and Joe to put on VE party spread for dinner</p>				
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Calendar for the Autumn Term

Date	Event/ Activity	Date	Event/ Activity
Wk1	Settling in week Baseline Assessments for UKS2 and Reception Phonics Assessments	Wk8	Trips
Wk2		Wk9	Trips
Wk3		Wk10	Trips
Wk4		Wk11	Assessment Week Phonics Screening Mock Check Y4 Multiplication Tables Check Mock Test
Wk5		Wk12	Pupil Progress Meetings
Wk6		Wk13	End of Unit Tests
Wk7	Trips Parents Evening Thursday 2st October Inset Friday 22 nd October	Wk14	N/R/Y1 Nativity Dress Rehearsal N/R/Y1 Nativity Y2 Dress Rehearsal Y2 Christmas Production
	Half Term		Christmas Break

Knowledge Organiser