

## Literacy

### Theme link:

A range of literary ideas all linked to the topic of World War 1 and 2.

### Content:

**Report Writing** : Newspaper reports on the events which led the outbreak of World War 1. **1 week**

**Descriptive Writing:** Character and setting description based on the 'Lady in the Café' Artwork by Edward Hopper

**Narrative writing** : Creating a descriptive piece of narrative writing on the 'Piano' – a video source.

**Poetry:** Exploring war poetry from WWI. Creating and writing poetry related to conflict. **1 week**

**WHOLE SCHOOL:** Take One Book Week. **1 week**

**Diary writing:** A letter written from the perspective of a soldier in World War 1

**Biographical writing:** Writing a biography on a key WWII figure.

**Narrative writing:** A selection of different pieces of writing based on the book 'Rose Blanche'

**Spelling grammar and punctuation. 1 week**

### Skills ref:

- Use the techniques that authors use to create characters, settings and plots.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue.
- Guide the reader by using a range of organisational devices, including a range of connectives.
- Choose effective grammar and punctuation and propose changes to improve clarity.
- Ensure correct use of tenses throughout a piece of writing.
- Using passive verbs to affect the presentation of information in a sentence.
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

CURRICULUM MAP  
YEAR 6

AUTUMN TERM

World War  
1 & 2

## Science

### National Curriculum ref:

### Autumn 1: Light

To understand that light appears to travel in straight lines.

To use the idea that light travels in straight lines.

To explain that objects are seen because they give out or reflect light into the eye.

To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes .

To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.

Love to Investigate – Eyeball Dissection

### Skills ref:

- To show an understanding that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.

## Science

### National Curriculum ref:

### Autumn 2: Electricity

To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

To use recognised symbols when representing a simple circuit in a diagram.

To design and build a dwelling with lights.

Love to investigate: Can fruit light a bulb?

### Skills ref:

- Identify and name the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers.
- Investigate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

## Geography

### **Theme link:**

Through 1914 – 1918 and from 1939 – 1945 we will look at the political geography of Europe and the Wider world. We will focus on countries, capitals and leaders, and how they changed over time.

### **Content:**

#### **World Maps,**

To locate and Plot significant battles from World War 1 and 2 on a world map.

To locate countries and label their capital cities. Identify leaders for both conflicts.

To locate key geographical features in Key countries to learn their significance and role in key conflicts.

### **Skills ref:**

- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Identify and describe how the physical features affect the human activity within a location.
- Understand some of the reasons for geographical similarities and differences between countries.
- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Describe geographical diversity across the world

CURRICULUM MAP  
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AUTUMN TERM

World War 1  
& 2

## History

### Theme Link

We will be looking at World War 1 and 2 from various different perspectives, understanding they began and who aspects of life changed for different people.

### **Content:**

**World War 1** – Causes, Trench Life, World leaders and the Treaty of Versailles.

**World War 2** – Causes, Battle of Britain, Dunkirk, D-Day, Evacuees, Propaganda and The Blitz.

### **National Curriculum ref:**

Beyond 1066

### **Skills ref:**

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Describe the social, ethnic, cultural or religious diversity of past society.
- State facts using evidence to deduce information about the past.
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Use dates and terms accurately in describing events.

## ICT

### **Theme link:**

Exploring data and information related to conflict, specifically through our study of WWII.

### **Herts ICT Scheme ref:**

Information models:

To understand that spreadsheets have a specific structure (sheets, columns, rows, cells etc.) and can be used to enter, format, copy and paste numbers, words and graphics.

### **Content:**

Collecting geographical data from different countries around the world to compare and contrast. Displaying in a graphs and charts.

Creating a spreadsheet to track their arithmetic scores over the term.

### **Skills ref:**

- Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

CURRICULUM MAP  
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AUTUMN TERM

World  
War 1 & 2

## Music

### Theme link:

Exploration of music related to conflict.

### Content:

Wartime songs

World War One - Tipperary, Pack up your Troubles.

World War Two - We'll meet again, Siegfried Line.

### Skills ref:

- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
  - ✓ pitch
  - ✓ dynamics
  - ✓ tempo
  - ✓ timbre
  - ✓ texture
  - ✓ lyrics and melody
  - ✓ sense of occasion
  - ✓ expressive
  - ✓ solo
  - ✓ rounds
  - ✓ harmonies
  - ✓ accompaniments
  - ✓ drones
  - ✓ cyclic patterns
  - ✓ combination of musical elements
  - ✓ cultural context.
- Describe how lyrics often reflect the cultural context of music and have social meaning.
- Sing or play from memory with confidence.
- Sustain a drone or a melodic ostinato to accompany singing.

## ART

### Theme link:

We will look at a range of works by surrealist artist Paul Nash. His depiction of the battlefields of World War I and II.

### Content:

We will explore his art and look to develop use of colour and tone to convey feeling. We will also develop the skill of sketching and layering of colour through oil pastels.

### Skills ref:

- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.

## R.E.

### Content:

Exploring different religions. Look at similarities and differences between Christianity and Buddhism.

### Skills ref:

- Explain how some teachings and beliefs are shared between religions
- Explain how religious beliefs shape the lives of individuals and communities
- Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
- Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.
- To recognise that desire can cause suffering.
- To understand why there is suffering in the world.

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AUTUMN TERM

World  
War 1 & 2

**PSHE**

**Content:**

Overcoming conflicts and difficulties in school and in the outside world.

We will also cover staying safe online and E-safety.

**Skills ref:**

- Listen first to others before trying to be understood.
- Change behaviours to suit different situations.
- Describe and understand others' points of view.
- Show a willingness to be wrong
- Ask lots of questions.
- Give full concentration.

**Design and Technology**

**Theme link:**

Looking at Spitfires from World War 2 after covering their role in victory and specifically the Battle of Britain in History.

**Content:**

Model making.

Planning, designing and creating spitfires using a range of materials and techniques.

**Skills ref:**

- Develop a range of practical skills to create products
- Cut materials with precision and refine the finish with appropriate tools
- Develop a range of practical skills to create products
- Ensure products have a high quality finish, using art skills where appropriate.
- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.

**P.E.**

**Theme link:**

Friendly conflict expressed through sport:  
Invasion games.

**Content:**

(N/C) Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Netball

**Skills ref:**

- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.

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World  
War 1 & 2

**P.E.**

**Theme link:**

Dances that are synonymous with World War 2, Lindy Hop/Swing/Jitterbug.

**Content:**

(N/C) Perform dances using a range of movements  
Children will explore a range of dances that develop, investigate and explore the concept of conflict.

**Skills ref:**

- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences.
- Express an idea in original and imaginative ways.
- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.