

# YEAR 6 – Spring Term Planning – How Have the Events of WW2 Impacted Leadership Styles?

## Cross-curricular Link: **Writing**

Pupils compose:

**Narrative:** Alternative ending to *'The Boy in the Striped Pajamas'* by John Boyne

**Diary entry:** From the perspective of an evacuee

**Informal letter:** From the perspective of a soldier/prisoner

### NC Objectives:

- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Precising longer passages.
- Use a wide range of devices to build cohesion. within and across paragraphs.

## Cross-curricular Link: **Computing**

Pupils create a webpage, which informs viewers/readers of the initiation of World War II, the Axis and the Allies, the war's significant events, along with its lasting aftermath.

### NC Objectives:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## Cross-curricular Link: **PSHE**

**Respecting Rights:** Pupils learn that human rights are universal; they apply to everyone – no matter who they are or where they are from. Human beings are all worthy and important and are entitled to have all of their human rights met.

### Objectives:

- Know that the universal rights are there to protect everyone and have primacy over national law and family and community practice.
- Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity and disability (see 'protected characteristics' in the Equality Act 2010).
- Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

## Cross-curricular Link: **Art**

Use charcoal to illustrate tube shelter drawings by Henry Moore during WWII.

### NC Objectives:

- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Research about great artists, architects and designers in history.

## National Curriculum Objectives for History

### Chronological understanding:

**Revisit:** Can I say where a period of history fits on a timeline?

- Can I place a specific event on a timeline by decade?
- Can I place features of historical events and people from past societies and periods in a chronological framework?

### Knowledge and interpretation:

**Revisit:** Can I summarise how Britain has had a major influence on world history?

- Can I summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently?
- Can I summarise the main events from a specific period in history, explaining the order in which key events happened?
- Can I describe features of historical events and people from past societies and periods they have studied?

### Historical enquiry:

**Revisit:** Can I communicate knowledge and understanding orally and in writing and offer viewpoints based upon what I have found?

- Can I look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint?
- Can I identify understanding of propaganda?
- Can I describe historical events using a range of evidence from different sources?

## Cross-curricular Link: **Music**

Pupils compose wartime soundscapes.

### NC Objectives:

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.

## Cross-curricular Link: **Reading**

Pupils read *'The Boy in the Striped Pajamas'*, which tells the story of Bruno, a young German boy growing up during World War II.

### NC Objectives:

- Identify and discuss themes and conventions in and across a wide range of writing.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.

## Cross-curricular Link: **Science**

Amongst other benefits of light, the pupils explore how submariners used periscopes to identify impending enemies and other threats in order to safeguard themselves and their country.

### NC Objectives:

- Recognise 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 eye.
- 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.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.