# Britain at War

**English**

**Text**: Goodnight Mr. Tom by Marjorie Magorian and Rose Blanche by Ian McEwan.

- Setting description
- Informal letter
- Balanced argument
- Flashback Narrative

**Science**

**Light:**

Explaining how we see. Making a periscope. Investigating refraction. Shadow theatres.

**Evolution and Inheritance:**

Inheritance. Adaptation. Theory of Evolution. Evidence for Evolution. Evidence for Evolution – Humans.

**Maths**

**Place Value**

Place value within 10,000,000

**Four operations**

Addition, subtraction, multiplication and division

**Fractions**

Fractions (including decimals and percentages)

**Spanish**

My Family

**Experiences**

Imperial War Museum

WWII Immersive Day

**Music**

Ukulele with Kent Music School

**PE**

Dance (Samba)

Tag Rugby

**RE**

Islam

Christianity

**History**

The causes, events and consequences of the First and Second World Wars.

The influence of new inventions on warfare.

How life in Great Britain was affected and the legacy of the wars in the post-war period.

**Art & DT**

Distortion and Abstraction

Observational drawing, mixed media collage and Pop Art

**Computing**

Online safety

Computing systems and networks – Communication and collaboration

Programming – Variables in games

**Geography**

Location of countries and cities of the UK and understand how some aspects have changed over time.

## English

**Text**: Goodnight Mr. Tom by Michelle Magorian and Rose Blanche by Ian McEwan

**GPS**

Word classes.
Use the subjunctive form.
Use the passive voice.
Use colons and semi colons.

**Writing**

Identifying audience and purpose of the writing.
Select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning.
Evaluate and edit by assessing the effectiveness of their own and others' writing.
Ensuring consistent and correct use of tense throughout.
Proofread for spelling and punctuation errors.
Proposing changes to vocabulary, punctuation and grammar to enhance effects and clarify meaning.

**Reading**

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
Identify how language, structure and presentation contribute to meaning.

**RE:** How do Muslims show commitment to God? How significant is it that Mary was Jesus' mother?

**Spanish:** Engage in conversations; ask and answer questions; express opinions and respond to those of others

## Science

**Light**

Recognise that light appears to travel in straight lines. Use this to explain that objects are seen because they give out or reflect light into the eye. Explain why shadows have the same shape as objects that cast them.

**Evolution and Inheritance**

Recognise that living things have changed over time. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

## History

Learn about an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.
Study a significant turning point in British History [The Battle of Britain).

## PE

Play competitive games and apply basic principles for attacking and defending.
Develop flexibility, strength, technique, control and balance.

## Britain at War

## Geography

Name and locate the countries and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time.

## Computing

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

## Art and DT

To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.

**Music:** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

## Maths

Develop mastery through reasoning and problem solving and the use of answering in full sentences to embed understanding

**Place Value**

Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
Round any whole number to a required degree of accuracy.
Use negative numbers in context and calculate intervals across zero.
Solve number and practical problems that involve all of the above.

**Four Operations**

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
Identify common factors, common multiples and prime numbers.

**Fractions**

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
Compare and order fractions, including fractions > 1.
Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

# Year 6 – Topic 1 – WWI (Britain at War)

## Key Question: How did the First World War lead to the Second World War?

Jubilee PRIMARY SCHOOL

**Key Skills:**

- To gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- Inspire curiosity to know more about the past.
- How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Make connections, contrasts and trends over time and develop the use of historical terms.

**Timeline:**

| | Date | Description |
|---|---|---|
| 1914 | 28th June<br>August 4th<br>19 Oct 1914 – 2 Oct 1918 | Assassination of Archduke Franz Ferdinand<br>Britain declares war on Germany<br>Battle of Ypres |
| 1915 | Jan-Feb<br>February<br>May | Ottoman Empire attacks Suez Canal<br>Gallipoli campaign begins<br>Italy joins the allied powers |
| 1916 | Feb-Dec<br>June-Sep<br>July-Nov | Battle of Verdun<br>Brusilov offensive<br>Battle of the Somme |
| 1917 | April | United States joins the allied powers |
| 1918 | November | Germany surrenders and the war ends |

**Prior Knowledge:**

In Year 4, I learnt about the daily life of the Ancient Egyptians.
The Egyptians believed in life after death and were governed by a pharaoh, who made all the laws.
In Year 4, I learnt about Viking raids and invasions and Anglo Saxon laws and justice.
In Year 5, I learnt about ancient Greek civilisation and compared it to periods we had studied in British history.

**Key People:**



Archduke Franz Ferdinand



Kaiser Wilhelm II

**Key Information:**

What will we find out about WWI?

*Causes of the First World War*
*Volunteers*
*Start of the First World War*
*Warring nations*
*Trench Warfare*
*Life on the homefront*
*End of the First World War*

**Key Vocabulary:**

| | Word | Definition |
|---|---|---|
| 1 | Alliance | A group of countries who have agreed to work together because of shared aims. |
| 2 | Appeasement | Giving the opposing side something they have demanded to prevent further conflict. |
| 3 | Colony | A nation controlled by another country. |
| 4 | Imperialist | A supporter of a system in which a country rules another country, sometimes having used force to gain control. |
| 5 | Militarism | The belief that it is necessary to have strong armed forces to win political or economic advantages. |
| 6 | Reparation | Payment for harm or damage. |
| 7 | Stalemate | A situation in which neither side can get an advantage, and no action can be taken. |

# Year 6 – Topic 1 – WWII (Britain at War)

## Key Question: How did the Second World War change Britain as we know it?

Jubilee PRIMARY SCHOOL

### Key Skills:

- To gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- Inspire curiosity to know more about the past.
- How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Make connections, contrasts and trends over time and develop the use of historical terms.

### Prior Knowledge:

In Year 4, I learnt about the daily life of the Ancient Egyptians.
The Egyptians believed in life after death and were governed by a pharaoh, who made all the laws.
In Year 4, I learnt about Viking raids and invasions and Anglo Saxon laws and justice.
In Year 5, I learnt about ancient Greek civilisation and compared it to periods we had studied in British history.

### Timeline:

| | Date | Description |
|---|---|---|
| 1939 | 1st September<br>3rd September | German troops invade Poland.<br>Britain and France declare war on Germany. |
| 1940 | 10th May<br>26th May<br>10th July<br>7th September | Allied forces are evacuated from Dunkirk in France.<br>The Battle of Britain begins.<br>The Blitz begins. |
| 1941 | 7th December | Japan bombs Pearl Harbor in the US. |
| 1944 | 6th June | The D-Day landings. |
| 1945 | 7th and 8th May<br>6th and 9th August<br>2nd September | Germany surrenders to the Allies. VE Day (Victory in Europe Day) is celebrated the next day.<br>The US drops atomic bombs on two cities in Japan.<br>Japan formally surrenders, ending the |

### Key People:



Winston Churchill



Adolf Hitler

### Key Information:

What will we find out about WWII?

*Causes of the Second World War*
*Warring nations of WWII*
*Beginning of WWII*
*Weaponry and technology*
*Battle of Britain*
*Impact of WWII on British civilians*
*Anne Frank*
*Decisions of Leaders*
*End of the Second World War*

### Key Vocabulary:

| | Word | Definition |
|---|---|---|
| 1 | Allies | The Allies, later known formally as the United Nations, were an international military coalition formed during the Second World War to oppose the Axis powers, led by Nazi Germany, the Empire of Japan, and Fascist Italy. |
| 2 | Axis Power | The Axis powers, originally called the Rome–Berlin Axis, was a military coalition that fought in World War II against the Allies. |
| 3 | Holocaust | The Holocaust, was the genocide of European Jews during World War II. |
| 4 | Prejudice | An assumption or an opinion about someone simply based on that person's membership to a particular group. |
| 5 | Fascism | A political philosophy, movement, or regime that exalts nation and often race above the individual and that stands for a centralized autocratic government headed by a dictatorial leader. |
| 6 | Nazi | National Socialist German Workers' Party: political party of the mass movement known as National Socialism. |