

Year 6 HISTORY Topic 3: Heroes and Villains (6 Weeks)

Key Assessment Questions

Who were the Nazis and what was their ideology? Over which period did they rise to power? Name some key dates and events both leading to and during WW2.
What was Operation Pied Piper? How do historians analyse the causes of WW2? Why is it difficult to know what life was really like in Britain during WW2?

SCHOOL VALUES (Spring 1): Justice and Courage Children will explore the ideology the Nazi Party and compare with our own democracy and British values. How should we treat those who are not the same as us? What would have happened if Hitler had succeeded? Children will reflect on the prejudice and injustice of so many events of WW2. Children should also consider figures of the period who showed courage in fighting against injustice. How can we fight prejudice in our school, Sparkhill and Birmingham? **Children should study Alan Turing, his achievements during WW2 and how unfairly he was treated because he was homosexual.**

KNOW

DO

UNDERSTAND

- Know that WW2 is named because the war affected most of the world's countries.
- Know that WW2 happened 21 years after the end of WW1.
- Know that both world wars were fought against Germany, but they fought against different leaders/political systems.

VOCABULARY

New vocabulary introduced in this unit: **propaganda, political system, National Socialists, ideology, Allies, Axis Powers, blitz, rationing, evacuation, evacuees, Operation Pied Piper, anti-semiticism, the Holocaust**

Chronological Understanding

Know some key dates and events in the run up to and during WW2:
1933: Hitler becomes German Chancellor
1936: Hitler and Italy form Axis Powers
1939: 1 September Hitler invades Poland. 1940: Hitler invades France
1940: 10th July Battle of Britain in English Channel
1940: 7th September Blitz begins in Britain's cities. 1940: Dunkirk
1941: December Japan bombs Hawaii and USA joins Allies
1944: 6th June D-Day Normandy Landings 1945: 8th May VE Day

Create and interpret a timeline showing WW1 and WW2 alongside other known periods (see school timeline).

Explain important events in the run up to and during WW2.

Children should continue to develop chronologically secure knowledge of periods studied.
Children should make accurate chronological connections between Y5 work on Women's Suffrage in Britain, and the previous unit on the Industrial Revolution.

Geography link – Dates should be shown and sequenced on European and World maps, showing how Hitler's movement

Enquiry (Sources and interpretation)

- Know that **propaganda** is information that tries to persuade people to do or believe something. It is misleading and **biased** (one sided).
- Know that events in the past can be **interpreted** in different ways because it is possible to understand the same set of events in different ways.

Research and present information about life in Britain during WW1 (rationing, evacuees women's roles, the Blitz). Literacy link (Non-Fiction)

How Britain did Britain cope with the effect of war on the Home Front? (Consider what sources can tell historians – Curate's Dilemma) *

Why is it so difficult to be sure what life was really like on the Home Front? Understand the role of propaganda during WW2.

PHSE and British Values Link How should we treat those who are not the same as us? What would have happened if Hitler had succeeded?

Children should be more confident in understanding that our knowledge of the past is constructed from arrange of sources.

Geography Link: UK regional and land use maps -looking at where evacuees were sent.

Understand that different versions of the past may exist, giving some reasons for this. People can hold different motives from others e.g. British Government wanted people to believe that Britain was undefeatable. The German Government wanted its people to believe the same.

Enquiry: Cause & consequence, change & continuity, similarity & difference **Significance**

- Know that Germany was very poor after WW1 and the Nazis promised a strong economy. They also promised to treat *Germans* well.
- Know that Nazis were a National Socialist political (a form of **fascism**) party that believed in building a pure German race. They stood against **democracy**. They believed in genetic racism and **anti - Semitism** (didn't like Jewish people).
- Know that Alan Turing was a code breaker during WW2 and played a significant role. He was treated very badly because he was homosexual.

How do historians analyse the causes of WW2? Consider views of historians Richard Evans and Sir Ian Kershaw. *

What was the impact of World War II on our city (Birmingham)?
How have historians changed the way that they view Alan Turing and his significance in winning WW2?
<https://www.bbc.co.uk/news/technology-18419691>

Children should reflect on world/national event and its impact on our local area.

PSHE and British Values

Understanding should be developed of TOLERANCE.

Year 6 Geography Heroes and Villains

Assessment Questions

- What are some counties in the UK? Show me on a map. Where were evacuees sent during WWII? Describe some **physical features** of these areas. Why were they safer?
- Which were Allied and Axis countries? Show on a map Which countries does Germany border? Which are **land-locked**?
- Name some places in UK hit badly by the Luftwaffe and why (ports)? Why were the Germans trying to destroy Britain's **resources** (natural and economic)?

Know	Do	Understand
<p><u>Locational Knowledge</u> Know that England is divided into areas of land known as counties and that within these counties, towns and cities can be found.</p> <p>Know the difference between a county and a city. Know the names of many main countries found within the continent of Europe.</p> <p>Locate the position of Germany, Poland, Austria, France) Find the names of some of their capital city using an atlas.</p> <p>Know where Russia, North and South America is on a world map and name some of their main cities.</p> <p><u>Key Vocabulary</u> Counties, cities, countries, continents, Europe, rural area, urban areas, human and physical geography, land locked, bordering, border, island, northern hemisphere, southern hemisphere, equator Geography Core Concepts: Resources (natural and economic) Population Settlement Land-Use Environment</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Locate and label some of the world's countries, using maps and atlases to focus on Europe (including the location of Russia). Find the countries which border Germany, using an atlas.</p> <p>Locate allied and axis countries on a map. Name and locate some cities of the United Kingdom, main cities involved in the Blitz and where ports were hit by the Luftwaffe.</p> <p>Find and label some counties within the UK to show evacuees were sent.</p> <p><u>Human and Physical Geography</u> NC: describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Describe reasons why ports were targeted in large cities (trade and importing of goods, food etc). Describe why evacuees were sent to rural areas.</p> <p><u>Geographical Skills and Fieldwork</u> Find and recognise places on maps of different scales / Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><u>Fieldwork Opportunities.</u> Trip to Coventry to visit cathedral and Herbert Museum. Identify the human/physical features of the city and why it was a target of the Luftwaffe.</p>	<p>In this unit of work the children's locational knowledge of the countries of Europe is deepened through the map work, and history lessons of Hitler's rise to power in Germany, and the Nazi invasions throughout Germany.</p> <p>This unit builds upon previous learning about rural and urban areas of the UK and the children learn that England is divided into counties and that during the war many children were evacuated from cities to rural areas in the home counties.</p> <p>By marking some cities and counties on a map of England, children can see the land patterns of our country more clearly and that the countryside is not just one area that you go to. Children learn the importance of ports in the importing/exporting of goods and food supplies and we explore the reasons why ports (such as Liverpool, Portsmouth) and large cities were targeted during the Blitz.</p>

Year 6 ART Topic 3: Heroes and Villains

Assessment Questions

How did you create your tonal blend?

What does silhouette/foreground/background/tonal/shade mean?

Justice and courage

KNOW	DO	UNDERSTAND
<p>Know how to create tonal colours.</p> <p>Know how to develop a silhouette.</p> <p>Can develop my sketching and charcoal techniques.</p> <p>Key vocabulary: Silhouette Foreground Background ToneShade Blend Perspective Form</p>	<p>Blitz skyline silhouette Focus: Silhouette, foreground, background, tone, shade, blend.</p> <p>Highwayman sketching – contrasting b&w images. Develop sketching techniques. Develop charcoal techniques. Consider perspective, form, foreground, background.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in art and design techniques - evaluate and analyse creative works using the language of art, craft and design <p>NC Content:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques 	<p>This topic explores WW2 and its impact on Britain, particularly how it affected peoples' lives. Children have just finished an in-depth study on The Blitz, including writing stories – they will re-create a city skyline during the Blitz.</p> <p>This Blitz artwork gives children the opportunity to develop their tonal colour development, building on colour skills developed in Year 5 (rainforests) and the concept of tonal colour blending from Year 5 (Space).</p> <p>At the end of Heroes and Villains, children learn about The Highwayman, a villain with a tragic love story. They write their own narrative, and create black and white images of different characters, building on their charcoal/chalk/pastel skills from earlier in the year (Art Week) and from their portraiture work in Year 5 (Elizabethans).</p>

Year 6 MUSIC Topic 3: Heroes and Villains

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> • Songs are written for many different purposes (to entertain, to reassure, to uplift etc) and that music was used this way during WW2 • When in an ensemble, a conductor is there to guide the performers and therefore needs to use consistent signs and be watched carefully. • Music can be in different time signatures (4/4 being common time and the most popular) • That notes can be put together to build chords <p>Vocabulary:</p> <p>Melody Structure Rhythm Notation Conduct Time signature Cluster Chord harmony</p>	<p><u>Cross curricular links:</u> Songs from World War 2</p> <p>The children will listen to different songs from WW2 and find out about the significance or impact of them (Dame Vera Lynn, Marlene Dietrich, Flanagan and Allen, Glen Miller). This link gives all of the background information and clips. BBC radio WW2</p> <p>They will then look at the structure and rhythms in the song . Run rabbit run rabbit., Wikipedia background to song. The children will identify key phrases in the song and work out what the rhythm notation would be. They will divide the rhythm into 4 different sections and play games where they combine rhythms, try layering them and see if they can play in time with each other in pairs and then larger groups. They will be introduced to time signatures for 4 beats in a bar and shown how to conduct (can also look at 3 time and 2 time - conducting in 4,3 and 2). In groups they will make up their own compositions using the 4 rhythmic patterns and record them using notation.</p> <p>They will present this with a conductor leading them (they can combine elements of dynamics, tempo changes). They will progress on to using tuned percussion instruments looking at which notes can be combined together.</p> <p>They will look at clusters of notes and hear if they are discordant (sound unpleasant) or if they harmonise. They will be shown how notes can be put together to make chords. They will use this information to build a tuned composition using the rhythmic patterns from run rabbit run.</p>	<p><i>The children have had lots of experience performing and composing using rhythms and patterns. Here they have more responsibility for recording the notation and making decision on how it should be performed (using a conductor) and what notes to use by finding out how to create chords.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> • Perform, listen to, review, and evaluate music across a range of historical periods • Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory • Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control, and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use and understand staff and other musical notations • Develop an understanding of the history of music