



How did WW2 impact children?

Year 6 Autumn 2023

Linked texts: Goodnight Mr Tom,
Beyond the Lines, Letters from the
Lighthouse, Private Peaceful, Flossies
Diary

Topic composite: Remembrance service

Trips/ Visits: Bodmin keep, Porthcurnick museum

Wild Tribe Link: Science, French



History

Intent: This study extends pupils chronological knowledge of British history beyond 1066. Children will study key events in WW2 and link these to childhood.

Skills and knowledge

Talk in depth about the theme in relation to other historical events and the impact of these linking to modern day. Understand the methods of historical enquiry, including how it is used to make historical claims. Identify significant events, make connections, draw contrast and analyse trends
Language specific to topic

Sticky knowledge

I know that WW2 started in 1939 when German troops invaded countries under the leadership of Adolf Hitler
I know that the Battle of Britain and the Blitz were in 1940
I know that 3.5 million children were evacuated to the countryside
I know that Anne Frank was a Jewish girl who kept a diary during WW2.
I can talk about the impact that WW2 had on childhood.

Key vocabulary: Adolf Hitler, Battle of Britain, The Blitz, evacuees, Anne Frank, rationing, D-Day, Winston Churchill, primary and secondary sources, comparison, impact

Subject composite: Children plan the Remembrance day events for the school.

Impact: Children have a clear chronological understanding. They understand the impact the War had on children and make comparisons between their lives and those children living in different parts of Britain during WW2.



Intent: Children build on their prior knowledge and explore conditions for life and group organisms. They learn about microorganisms for the first time. They explore classification systems including the work of Carl Linnaeus and work scientifically to answer enquiry questions.

Skills, and Knowledge Components Focus

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. Identify scientific evidence that has been used to support or refute ideas or arguments. Use and develop keys and other information records to identify, classify and describe living things. Report and present findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral or written forms such as displays or presentation.

Sticky knowledge

A living organism moves, reproduces, grows and excretes. A microorganism is tiny and can be seen using a powerful microscope. Examples of microorganisms are bacteria, viruses and fungi. Scientists group organisms to organise animals and plants based on their features. Grouping helps us to understand how organisms are related to each other. Classification keys can be used to identify different unknown animals based on their features. Classification keys are made up of several yes or no questions. Carl Linnaeus was a Swedish botanist who wrote a book called System of Nature. He is famous for developing the first system to classify animals.

Key vocabulary: organism, excretion, reproduction, living, non-living, vertebrate, invertebrate, flowering plant, non-flowering plant, classification, classification key, molluscs, arachnids, deciduous tree, evergreen trees, coniferous trees, microorganism, bacteria, virus, fungi, Carl Linnaeus

Subject composite: Children explore classification keys and answer enquiry questions. Children explore the work of Carl Linnaeus.

Impact: Children have a well developed knowledge of organisms and microorganisms. They are able to group and classify organisms giving clear explanations. Children have a well developed understanding of influential scientists.



Intent: Children build on their knowledge of electricity including renewable sources. Children use and develop their scientific working to answer scientific enquiry questions.

Skills and knowledge components focus

Use recognised symbols when representing a simple circuit in a diagram. 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. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Report and present findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral or written forms such as displays or presentation. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Use test results to make predictions to set up further comparative and fair tests.

Sticky Knowledge:

A series circuit is where all the components are in one continuous loop. I know the symbols for components battery, buzzers, wires, bulbs and switches. The more components in a circuit, the dimmer the bulbs and the quieter the buzzers. The more components there are in a circuit, the more difficult it is for the current to flow. Current is the flow of electricity in a circuit. Voltage is a measure of how strong the current is in a circuit. The current does not flow in an incomplete circuit this could be due to a break in wires or a switch may be open.

Key vocabulary: series circuit, cell, battery, bulb, current, voltage, complete circuit, incomplete circuit, switch, buzzer, independent variable, dependent variable, controlled variable, repeatability, accuracy, evaluation

Subject composite: Children explore circuits and take part in a range of enquiries looking at ways in which to report findings and repeat experiments in order to ensure accuracy.

Impact: Children have a clear understanding of electrical circuits and use scientific symbols and vocabulary. Children have wel developed scientific enquiry skills.



Intent: Children are introduced to artists who explore their identity within their art. Children explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition.

Skills, and Knowledge

Explore and respond to a range of artists work
Use sketch books with confidence to generate ideas, test, reflect and record
Develop skills of line, shape, colour and texture in my work
Use a range of materials including, pencil, ink, watercolour, oil pastels. Choose the resources giving reasons for choices.

Sticky knowledge

I know that artists use personal experiences politics and culture to inspire their art piece and can give examples. I know that portraits represents a person and their character. Different artists have different portrait styles which I use to inspire my own portraits. I know a layered portrait is built in stages and uses a range of art forms. I can give reasons for my artistic choices. e.g. placement, textures, art materials
I can reflect on my work and say how it could be improved and which parts are impactful.

Key vocabulary: identity, imagery, portrait, layered, placement, texture, impactful, colour choice, tone, line

Subject composite: Children create their own layered portrait using a range of media to create texture, colour and impact.

Impact: Children refine their skills of portraits and build on this to create a layered piece inspired by the work of other artists and their own identify.



Intent: Design, make and evaluate a fabric advent calendar for the classes in the school using repurposed materials inspired by the 'make do and mend' campaign.

Skills and knowledge

Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. Develop model and communicate ideas through talking, drawing, templates and where appropriate computer aided design. Select and use a range of tools and equipment to make products that are accurately assembled and well finished. Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. A 3D textile product can be made from a combination of accurately made pattern pieces, fabrics shapes and different fabrics.

Sticky knowledge

I can use a range of stitches including running stitch, blanket stitch and cross stitch. I know that there a range of fastenings and can choose appropriate fastenings for my design. I know I can repurpose materials and can use tie die to change the appearance of fabric. I know I can add details to my piece using applique and embroidery.

Key vocabulary: seam, wadding, reinforce, template, pattern, pieces, fastening, pins, pinking shears, design criteria, annotate, user, purpose

Subject composite: In groups children create a fabric advent calendars for the other classes to use at Christmas. Children repurpose materials inspired by the 'make do and mend' campaign.

Impact: Children have well developed sewing and textile skills and can explain the design, make and evaluation cycle clearly.