

**The World at War**  
**Medium Term Topic Plan - Year 6**

Term	Autumn 1 (7 weeks).	Curriculum Strands	Death, Disaster & Conflict, Diversity, Society & Culture and Our Community
<b>Classroom Environment</b>	Topic board to celebrate children's learning from school and home Silhouettes of buildings to recreate the London skyline during the Blitz Age-appropriate historical vocabulary Range of topic books including different genres and text types	<b>Super Starter (Hook) &amp; Education Visit/Visitor</b>	Evacuee Day including: - Dressing up and taking on a role - Historical walk through Pulborough (station, gun emplacement and war graves) - Interviewing evacuees (relatives of class members) - Cooking – wartime recipes and rations
<b>Key Texts</b>	<b>Class read: Letters from the Lighthouse by Emma Carroll (AR Level: 4.9)</b> Diary of Hans the Good German War Story Letters from and to evacuees Selection of Blitz poems	<b>End Product</b> <i>(Assembly/Exhibition/ Showcase)</i>	Class assembly.
<b>English</b>	<p><b>Spelling objectives:</b></p> <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Homophones (nouns/adjectives)</li> <li>• Hyphenated prefix words</li> <li>• Hyphenated compound adjectives</li> </ul> <p><b>Letters from the Lighthouse - reading focus and text exploration - 1 week</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases – Sukie character description</li> </ul> <p><b>Diary entries from a soldier's perspective - writing to inform - 3 weeks</b></p> <ul style="list-style-type: none"> <li>• Modal verbs to indicate likelihood/(un)certainity</li> <li>• Use of first person</li> <li>• Use of informal contractions to replicate a spoken tone</li> <li>• Pronouns to refer to other people to avoid repetition and create cohesion (they, she, he, her, him)</li> <li>• Emotions of the author explained using 'show not tell'</li> </ul> <p><b>Letters from Evacuees - writing to inform - 1 week</b></p> <ul style="list-style-type: none"> <li>• First person pronouns</li> <li>• Informal language to create a personal tone and address the reader</li> </ul> <p><b>Poetry based on The Blitz - writing to entertain - 2 weeks</b></p> <ul style="list-style-type: none"> <li>• Similes and metaphors</li> <li>• Personification</li> <li>• Figurative language</li> <li>• Expanded noun phrases</li> <li>• Synonyms – choosing language purposefully to create and intended effect</li> </ul>		
<b>Science</b>	<p><u>Electricity</u> <b>N.C. Obj.</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. <b>N.C. Obj.</b> 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. <b>N.C. Obj.</b> Use recognised symbols when representing a simple circuit in a diagram.</p> <p><u>Working Scientifically</u> <b>N.C. Obj.</b> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>		
<b>P.E.</b>	<p><u>Swimming</u> <b>N.C. Obj.</b> Swim competently, confidently and proficiently over a distance of at least 25 metres. <b>N.C. Obj.</b> Use a range of strokes effectively. <b>N.C. Obj.</b> Perform safe self-rescue in different water-based situations.</p>		

<p><b>History</b></p>	<p><u>Extended Chronological Study</u>  <b>N.C. Obj.</b> Pupils should be taught a study of an aspect or theme in British history.  <b>N.C. Obj.</b> A significant turning point in British history - the Battle of Britain.</p> <p>Significant people: <b>Winston Churchill, Franklin Roosevelt, Charles de Gaulle etc.</b></p> <p><u>Local History</u>  <b>N.C. Obj.</b> Pupils should be taught about an aspect of local history.  <b>N.C. Obj.</b> A study over time tracing how the history of the World Wars are reflected in the locality.</p>
<p><b>Geography</b></p>	<p><u>Locational Knowledge - Allied and Axis Countries</u>  <b>N.C. Obj.</b> 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.</p> <p><u>Place Knowledge - Allied and Axis Countries</u>  <b>N.C. Obj.</b> Understand geographical similarities and differences through the study of human and physical geography of a region of: the United Kingdom and a region in a European country.</p>
<p><b>Art</b></p>	<p><u>Focus:</u> Remembrance: soldier silhouettes and disc paintings.  <u>Medium:</u> watercolour and acrylic paints.  <b>N.C. Obj.</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>
<p><b>D&amp;T</b></p>	<p><u>Cookery: WW2 Rationing:</u>  <b>N.C. Obj.</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>
<p><b>Music</b></p>	<p><u>War Stories:</u>  <b>N.C. Obj.</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  <b>N.C. Obj.</b> Listen with attention to detail and recall sounds with increasing aural memory.</p>