



The World Wars



Intent

Our History curriculum includes termly topics for all children from Year 1 to Year 6, mainly taught in chronological order and embedded in our English curriculum through links with high-quality texts. We offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Visits and wider opportunities inspire pupils' curiosity to know more about the past and deepen their understanding of their place in time. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English and Art.

English – National Curriculum/ Skills

Inspired by *Friend or Foe*, children write:

- Recounts,
- Persuasions and
- Biographies.

Inspired by *In Flanders Fields*, children write their own war poem.

Inspired by *The Christmas Day Truce*, children write:

- their own narrative and
- letters

Overview

Immersed in the text, the children write a diary as an evacuee placed in the Devon countryside, with an emphasis on 'show not tell' to describe characters and settings.

Write a balanced argument using the language of debate and modal verbs.



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: 6

In narratives, describe settings, characters and atmosphere.
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
Use the range of punctuation taught at key stage 2 mostly correctly;
Distinguish between the language of speech and writing and choose the appropriate register.
Selecting appropriate grammar and vocabulary for effect.
Use 'show not tell' to describe feelings.
Use fronted adverbials.
Use conjunctions and phrases to indicate time.
Advanced punctuation: brackets, dashes, commas to show parenthesis.
Empathy with, and understanding of, a text.
Varying sentence starters.
Researching and selecting relevant information
Use modal verbs.
Use relative clauses.
Using 'language of debate'.
Use modal verbs.
Structuring texts.
Use subordinate clauses.
Use reported speech
Use a wide range of cohesive devices.

Research and select information to include in their biographies of Anne Frank; varying sentence starters and using relative clauses.

Look at scenes from WW1 and use them as inspiration to write a poem based on In Flanders Fields.

Research the story of the Christmas Day Truce and footballers who were to war and use these as inspiration to write a story of the Christmas Day Truce.

Write an informal letter, as a World War 1 soldier, to a loved one.

History/RE – National Curriculum/ Skills

Overview



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Year Group: 6

Continue to develop a chronologically, secure knowledge and understanding of British, world history, establishing clear narratives within and across the periods they study.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Summarise the main events from a period of history, explaining the events and what happened.

Identify and explain propaganda.

Describe a key event from Britain's past using a range of evidence from different sources.

Describe the features of historical events and way of life from periods I have studied; presenting to an audience.

Find out about Anne Frank and how Jews were persecuted during the war.

Using the book 'Friend or Foe' as a stimulus, children study the causes of WW2 and how this impacted on the lives of children in the UK and the wider effects on the country. To enrich this they dress as evacuees and take part in three activities at Ryedale Folk Museum followed by visiting Pickering during their 'War Weekend' event which immerses the children into the life of an evacuee.

To coincide with Remembrance Day the children learn the causes, events and aftermath of WW1- largely through poetry- and how this lead to WW2.

Children study the 'Diary of Anne Frank' and write a biography of her. Linked to this the children look at the Holocaust and their persecution during the war. (British Values: tolerance).

Art – National Curriculum / Skills

Improve their mastery of art and design techniques, including drawing, painting with a range of materials (for example, pencil, paint).

Children will develop their skills using pencils, cross-hatching and shading.

Overview

Children create propaganda posters.

They design and make scaled model Anderson shelters using a range of materials.

They draw portraits of WW1 soldiers from the Christmas Day Truce using pencils, cross-hatching and shading.



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Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
What is tolerance?	Ryedale Folk Museum/Pickering War Weekend Nissan factory STEM visit	Friend or Foe by Michael Morpurgo Various War Poetry The Boy at the Back of the Class. (PSCHE)