

## Curriculum Driver

### Year 6 Autumn Term

Topic Question: How did World War 1 lead to World War 2?

**Linked people of study:** Winston Churchill, David Lloyd George, Archduke Franz Ferdinand, Anne Frank, Adolf Hitler,

**Linked texts:** Private Peaceful, War Horse

**Linked Music:** Charanga

**Trips/Visitors:** Kresen Kernow, Flambards, Bodmin Keep

**Topic Composite/Finale:** Armistice 1918 celebration day



### History

**Intent:** This study extends pupils chronological knowledge of British history beyond 1066. Children will study key events in both wars and understand how the First World War led to the Second World war.

#### Skills, and Knowledge Components Focus

- 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
- A detailed study of a particular famous person and their historical legacy from at least two different points of view.
- Language specific to topic

#### Sticky Knowledge:

- I know that World War I began in 1914, after the assassination of Archduke Franz Ferdinand
- I know that World War I ended in 1918 with the Armistice and the signing of the Treaty of Versailles.
- I know that during the conflict, Germany, Austria-Hungary, Bulgaria and the Ottoman Empire fought against Great Britain, France, Russia, Italy, Romania, Japan and the United States
- I know that on Christmas Day 1914 there was temporary truce
- I know that the Battle of the Somme was at trench war in 1916
- I know that World War 2 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 during The Holocaust 6 million Jewish people died in WW2 in concentration camps
- I know that Anne Frank was a Jewish girl who kept a diary during WW2
- I know that over 3.5 million children were evacuated to the countryside
- I know that supply ships were targeted so rationing was needed
- I know that rationing meant each person was only allowed a fixed amount of items such as foods. Ration books were issued, with coupons that showed people how much of each item they were allowed.
- I know that people were also encouraged to 'Dig for Victory' and grow as much of their own food as possible.
- I know that the D-Day landings were in 1944
- I know that David Lloyd George was the Prime Minister in WW1 & Winston Churchill in WW2

**Key Vocabulary:** Archduke Franz Ferdinand, Armistice, Treaty of Versailles, Battle of the Somme, Adolf Hitler, Battle of Britain, The Blitz, The Holocaust, Anne Frank, evacuees, rationing, Dig for Victory, D-Day, Winston Churchill, David Lloyd George.

**Subject Composite:** Armistice 1918 celebration and dress up. Children create video clips about what they have learnt and how people may have felt on this day.

**Impact:** Children understand the impact war can have on people and their everyday lives. Children can link this to their own experiences of disruptive living. Children have a greater understanding of British History and are inspired to find out more.

### Art

**Intent:** Children will understand why some artists were commissioned to depict World War 1 at the time.

#### Skills, and Knowledge Components Focus

- Use the work of a famous artist as a stimulus for their own work.
- Use other artists work as a basis for critique.
- Explore materials to make sculpture.
- Continue to build sketchbook portfolios.
- Use a range of materials including oil pastels, charcoal and paint.
- Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model

#### Sticky Knowledge:

- I know that art can be used to provoke thought and emotions.
- I know that Sir Edwin Lutyens designed the Cenotaph in London in 1919.
- I know that Eric Kennington was an official war artist in WW1 and WW2 famous for his Making Soldiers pieces.
- I know that Henry Moore was an official WW2 artist who drew Tube Shelter Perspective in 1941.
- I know that art was used in WW1 propaganda posters

**Key Vocabulary:** propaganda, Cenotaph, sculptures, statues, memorials,

**Subject Composite:** To create own WW1 memorial sculpture inspired by the Cenotaph.

**Impact:** Children will have a deepened understanding and empathy with what life was like in World War 1.

### DT

**Intent:** Children understand how to re-search, design, make and evaluate products based on those used in the First World War.

#### Skills, and Knowledge Components Focus

- Research existing products to inform design choices and criteria, taking into consideration user needs.
- Design innovative, functional, appealing products aimed at particular individuals or groups.
- Develop a set of criteria, based on research, to aid design process.
- Adapt designs, where necessary, based of design feedback.
- Use specialist equipment for a specific purpose accurately and safely.
- Select from and use a wider range of specific materials and components according to their use and aesthetic properties.
- Evaluate their ideas, prototypes and products against a specific set of criteria they have devised
- Identify and understand how key events and individuals in design and technology have helped shape the world.

#### Sticky Knowledge:

- I know that tanks were first designed and used in 1915.
- I know that military uniform design has progressed over time.
- I know some examples of military insignia.

**Key Vocabulary:** research, design, evaluate, wheels, gears, pulleys, levers, armoured vehicle, tank, insignia.

**Subject Composite:** To design, make and evaluate own armoured vehicle/tank.

**Impact:** Children will have developed their critical thinking skills, producing a product that is fit for purpose.

### Computing

**Intent:** Children will understand how best to use the software to fit the audience, presenting clear data and facts using a range of programs.

#### Skills, and Knowledge Components Focus

- Recognise correct content and conduct.
- Use a range of digital devices to combine different software and present data and information.
- Use technology creatively to collect, analyse, evaluate and present data and digital content.

#### Sticky Knowledge:

- I know signs to check to see if a website source is reliable.
- I know how to use Book Creator to design a formal, informative eBook about WW1.
- I know how to make and gather information from a survey.
- I know how to present data in a Microsoft Excel graph.

**Key Vocabulary:** data, source, reliable, eBook, informative, graph, survey

**Subject Composite:** To design eBooks in pairs/small groups, designed with suitable informative photos and text to fit WW1 purpose.

**Impact:** Children will be enthusiastic to share their factual eBooks with other children.

### Working Scientifically - Year 5/6

With prompting, plan different types of scientific enquiries to answer questions

With prompting, recognise and control variables where necessary

Select, with prompting, and use appropriate equipment to take readings

Take precise measurements using standard units

Take and process repeat readings

Record data and results

Record data using labelled diagrams, keys, tables and charts

Use line graphs to record data

## Science - Year 5/6 - Forces

### Skills, and Knowledge Components Focus

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

### Sticky Knowledge:

- Forces can make an object...start to move, change direction, move more slowly, move faster, stop moving.
- Mass is how much matter is inside an object. It is measured in kilograms (kg).
- Weight is how strongly gravity is pulling an object down. It is measured in Newtons (N).
- Issac Newton is famously thought to have developed his theory of gravity when he saw an apple fall to the ground from an apple tree.
- Friction is a force that acts between two surfaces or objects that are moving, or trying to move across each other.
- Water resistance and air resistance are forms of friction.
- Streamlined is when an object is shaped to minimise the effects of air and water resistance.
- Pulley's can be used to make a small force lift a heavier load. The more wheels in a pulley, the less force is needed to lift a weight.
- Gears or cogs can be used to change the speed, force or direction of a motion. When two gears are connected, they always turn in the opposite direction to each other.
- Levers can be used to make a small force lift a heavier load. A lever always rests on a pivot.

**Key Vocabulary:** Friction, forces, gravity, gravitational pull, streamlined, mass, weight, resistance, pulleys, gears, cogs, levers, upthrust

**Subject Composite:** Linked to DT, designing and making an armoured vehicle/tank that moves.

**Impact:** Children will be inspired and inquisitive to identify and explore forces in action in every day life.