

Year 6, Term 4 & 5, Medium Term Plan

Topic Title: WW2 - Paths to Peace

English:

Term 4:

1. Non-fiction week

The children will write an autobiography as a child who was evacuated in WWII. They will use a range of sentence types and clause structures as well as a range of conjunctions to build cohesion and extend sentences.

2. *Linked text: Letters from the Lighthouse*

In this unit, the genres that will be covered are:

Suspense narrative with flashback – The children will use the video: The Piano to create mood, tone and atmosphere. They will create imagery through their descriptive writing and improve their vocabulary choices. They will also use punctuation to create suspense and a range of clause structures and sentence types for impact and effect.

Newspaper report – The children will write a newspaper report on the evacuation. They will use the features of a newspaper report including passive voice and direct and reported speech.

Setting descriptions – Using art as a stimulus, the children describe the lighthouse including the inside and the outside. They will use a range of figurative language, expanded noun phrases, prepositions and a range of openers.

Debate and balanced argument – Should the German soldier be saved? This is the question the children will debate based on their knowledge of the book and WWII. They will give reasons for and against and conclude with their own opinion. They will use a range of conjunctions, adverbials, cohesive devices and parenthesis.

Recounts – Diary and Letter writing – When writing their letters, the children will write comparisons. They will write recounts from differing points of views selecting appropriate vocabulary. They will also use a range of adverbials and the full range of punctuation at KS2.

Speech writing – May you never know what it means to be a refugee! The children will write powerful and emotive speeches whilst using persuasive features. They will also use the subjunctive form and deliver their speeches to the rest of the class.

Maths:

Term 4:

Coordinates and shape: • use negative numbers in context, and calculate intervals across zero • describe positions on the full coordinate grid (all four quadrants) • draw 2-D shapes using given dimensions and angles • draw and translate simple shapes on the coordinate plane, and reflect them in the axes • recognise, describe and build simple 3-D shapes, including making nets • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • solve number and practical problems that involve all of the above

Fractions: • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1\frac{4}{5} \times 1\frac{2}{3} = 1\frac{8}{15}$] • divide proper fractions by whole numbers [for example, $1\frac{3}{4} \div 2 = 1\frac{6}{8}$] • recall and use equivalences between simple fractions and decimals, including in different contexts.

Decimals and measures • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • use simple formulae • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³] • generate and describe linear number sequences (with decimals)

Term 5:

Percentages and statistics • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average 10.

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	<p><u>Proportion problems</u></p> <ul style="list-style-type: none"> • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
<p>R.E. : What do Christians believe? What is a Church? IALT: understand what is meant by the term “Church”* IALT: understand how Churches link to the Bible IALT: explore how a church can support the local community*</p>	<p>PSHE: This term’s focus forms the second part of our overarching theme of Health and Safety. In Term 1, Year 6 explored Mental Health and Wellbeing; this term will focus on Physical Health. The children will be learning about making healthy life choices and the focus text will be “Goldilocks: A Hashtag Cautionary Tale” by Jeanne Williams. Learning will explore first aid and making safe choices online.</p>
<p>Art: Pupils will: show an awareness of environmental sculptures create a model over an armature - frame experiment with a variety of materials to create structure/form use language appropriate to the technique learn techniques of pinch /slab/ coil - decorate by carving create maquettes Focus – Sculpture – Moore Hepworth Giacometti Gormley</p> <ul style="list-style-type: none"> • I Know about and recognise the style of Giacometti Hepworth Gormley and Moore. • I know how to blend charcoal to create a 3D effect. • I know how to draw the human body in proportion using ellipses. • I know what a maquette is. • I can know how to make a clay maquette in the style of Henry Moore • I know what a maquette is. 	<p>Music <u>Keyboards:</u></p> <ul style="list-style-type: none"> • Play a piece of music that requires you switch hands at a quicker rate. • Simple chords – relaxed and tense sounds! • Confidently read music notation with fewer labels. • Compose and perform a short piece of music, using chords and scales. • Evaluate other people's work and suggest improvements. • Listening Focus – Famous Film Composers and their work.

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<ul style="list-style-type: none"> I can know how to make a clay maquette in the style of Henry Moore and a foil figure in the style of Giacometti I know how to layer plasticene to make a Gormley style figure <p>I know to use the skills learnt to create my own final sculpture.</p>		
<p>Mandarin</p> <p>In Mandarin this term we will be learning to:</p> <p>Use previously learnt adjectives (colour, size, number) and grammar to describe animals we have/do not have and like/dislike.</p> <p>Talk about other likes and dislikes (food, hobbies).</p> <p>Use the conjunction but.</p> <p>Use measure words.</p> <p>Use information from more than one sentence builder to write a short paragraph about ourselves.</p> <p>Practise and present our paragraphs.</p>		<p>P.E.</p> <p>In PE this term we will be learning dodgeball and badminton</p> <p>Dodgeball:</p> <p>Develop accurate and powerful throwing techniques</p> <p>Learn and practice dodging techniques</p> <p>Develop catching skills to eliminate opponents</p> <p>Incorporate advanced evasive manoeuvres</p> <p>Badminton:</p> <p>Understand and demonstrate proper grip and stance</p> <p>Develop effective serving techniques</p> <p>Execute clear and lob shots with proper technique</p> <p>Learn how to perform powerful smash shots</p> <p>Develop touch and finesse with the drop shot</p>
Computing		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> Produce algorithms independently using logical and appropriate structures. Create flowcharts and models to explain how a process works. Problem solve and model situations by understanding and explaining the impact of changing variables within a model. 		<ul style="list-style-type: none"> I know what a variable is and how it can be used. I can create variables within an algorithm to monitor a device. I can use variables to change how an algorithm works
Thematic Curriculum		
Topic Title:	WW2 – Paths to Peace	
Big Question:	Can you win a war? What is courage?	

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Blurb overview:	In this unit, we will be learning about key events, life in World War II and the roads to peace in subsequent years. We will learn about the role the United Nations plays in keeping peace and what the United Nations charter is. We also learn about the Nuremberg trials and the impact they have had on maintaining peace in later years. In Geography, we will be learning about the key human and physical differences between developed and developing nations and consider how countries are interconnected and interdependent.	
Celebration of Learning	Holding a United Nations meeting (children representing different countries) debating a key issue.	
Text Links	Letters from the Lighthouse Kensuke's Kingdom	
Oracy End Point:	Class Debate: Can you ever really win a war?	Physical - Speak fluently in front of an audience. Linguistic - sentence structures and length for effect when speaking. Cognitive - Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate. Social and Emotional - Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.
Science		
Substantive Knowledge		Disciplinary Knowledge
History		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> • To know that the Allied powers, including the United States, Soviet Union, United Kingdom, and others, worked together to defeat the Axis powers and end World War II. • To know that the United Nations (UN) was established in 1945 as an international organization dedicated to maintaining peace and security, promoting human rights, and fostering cooperation among nations. • To know that the United Nations Charter, which serves as the foundation of international law, was created to prevent future conflicts and promote peaceful resolutions through diplomacy and negotiation. • To know that the Nuremberg Trials were held after World War II to hold Nazi leaders accountable for their war crimes and crimes against humanity, sending a message that such actions would not go unpunished. 		<ul style="list-style-type: none"> • To know significant changes have had a major impact on life today. • To know how to give own reasons why changes may have occurred, backed up with evidence. • To know how to use dates and historical period terms accurately e.g. social, religious, political, technological and cultural. <p>To know that the chronology of significant events in history subsequently shaped different societies.</p> <p>Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</p> <ul style="list-style-type: none"> • To know the most appropriate source of evidence for particular tasks. • To know how to evaluate the usefulness and accurateness of different sources of evidence.

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To know how some changes affect life today.		<ul style="list-style-type: none"> • To know how to use a range of sources to form own opinion about historical events. To know that some sources of evidence are more useful than others. • To know that the past has been represented in different ways. • To know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history.
Geography		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> • Know why are industrial areas and ports are important • Know main human and physical differences between developed and developing nations • To know how to explain the formation of mountain ranges 		<ul style="list-style-type: none"> • To know how to collect and analyse statistics and other information in order to draw conclusions about locations and compare these to those studied earlier noting any changes over time • To know how to explain how countries and geographical regions are interconnected and interdependent • To know how to explore how trade links are influenced by natural resources such as energy, food, minerals and water
D&T		
Substantive Knowledge		Disciplinary Knowledge
Cultural Capital		
Weekly Overview		Key Intended substantive knowledge
Week 1 RM	PSHE PD Day: BV Focus: Rule of Law (links with safety – rules are there to keep you safe) Focus Text: Goldilocks A Hashtag Cautionary Tale by Jeanne Williams Term 4 E-Safety Focus – Privacy and Security/Copyright and Plagiarism Philosophy Question for circle time: What makes you, YOU?	Lesson 1 All: private information should not be shared online Most: understand public and private information Some: explain how to protect their personal information when online Lesson 2

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	<p>Physical Safety Lesson: Water Safety; Safety from Choking</p> <p>Lesson 1: E-Safety IALT: understand the importance of protecting personal information Explore the difference between private and public information with relevant examples e.g our favourite colour can be shared online but not our phone numbers</p> <p>Lesson 2: IALT: understand responsible use of phones and appropriate communication online Digital footprints – history of our own communication and the steps we should take when there is inappropriate communication. Discuss the difference of online and face-to-face communication</p> <p>Lesson 3: IALT: understand how self-esteem can be affected by the media Understand that media can be misleading and misrepresent – impact of body-image and success online and how people compare themselves to this. Use of filters, photoshop etc.</p>	<p>All: know that communication online should always be kind and never hurtful Most: that we leave a digital footprint online Some: understand and explain how in-person communication can be different to online communication</p> <p>Lesson 3 All: to understand that media is not always truthful Most: to understand that media is biased Some: question why media might be showing a particular viewpoint</p>
<p>Week 2</p> <p>MP</p>	<p><u>Focus to bring in as much as possible local history links</u></p> <p>Lesson 1: To know what were the key events building up to the start of the war Events around the world including the great depression; the wall St Crash and the situation in Germany and France following end of WWI . Events around the world including the great depression; the wall St Crash and the situation in Germany - see 2022/23 planning</p> <p>Treaty of Versailles – (clause 231) <i>How it came about and will learn about clause 231 that assumed Germany's responsibility for the war. Pupils will also learn about the implications on Germany: military restrictions (including what these were with reference to the Rhineland) and the reparations that led to hyperinflation; pupils will learn of the impact on people's lives. By the end of the lesson, pupils will have an understanding of how politically and economically unstable Europe was during this time, and how Germany was left feeling angered by a sense of injustice- leading to many attempts to revise the terms of the treaty (all to no avail).</i></p>	<p>Lesson 1 History All: Most: Some: Geography All: must know the difference between human and physical geography and understand the terms 'developing' and 'developed'. Most: Can compare the human and physical differences between Germany and England during the war. Some: Can compare the countries today using what they have learnt.</p> <p>Lesson 2</p>

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<p>Map work – plot/ allies/axis</p> <p>To know main human and physical differences between developed and developing nations Discuss physical and human geography Comparison table – economic differences between Germany and England leading up to WW2.</p> <p>Lesson 2:</p> <p>To know what the key events were building up to the start of the war Events in Germany -the rise of Adolf Hitler - election and Brownshirts; Nuremberg Laws</p> <p><i>Pupils will learn about Adolf Hitler and how his Nationalist party came to power in 1932, including examples of key events leading up to this, such as: the Putsch in November 1923, The Great Depression and his eventual rise to chancellor in 1933. By studying the chronology of the rise of Adolf Hitler and his Nazi party, pupils will learn about his political aims and why he became popular with German people.</i></p> <p><i>Pupils will learn how Hitler and his Nazi party grew in power, by firstly winning the general election in 1933, followed by an increased assertiveness when exploring German foreign policy. Pupils will re-visit Hitler's political aims and how he would use these to destroy the Treaty of Versailles. Pupils will learn about the key events/dates leading up to the outbreak of WWII on September 1st 1939, including: sending troops into the Rhineland, Neville Chamberlain's agreement (Peace of our times), Germany's invasion of Czechoslovakia, Germany's invasion of Poland and Britain declaring war on Germany. Pupils will also learn which nations formed the Allies and which formed the Axis powers; pupils will learn who the key leaders were.</i></p> <p>ideology – Kristallnacht (see note below) (Possible CC write) Know about the actions of Germany leading up to the declaration of war -rebuilding of military; invasion of Czech and Sudetenland; see 2022/23 planning</p> <p>The Holocaust educational trust suggest that studying the murder of Jews by the Nazis should be avoided in Primary. Alternatively, they suggest a focus on Jewish life and persecution leading up to the atrocities: Who were the Kinder transport? Why did they leave their families?</p>	<p>All: Use atlases to locate countries Most: Understand that our map today may look different to the map during WW2 Some: Understand and explain how countries are politically interconnected.</p> <p>Lesson 2:</p> <p>All: children understand the causes of the Kindertransport. Most: children identify similarities and differences between different children's experiences of war. Some: to refine their understanding of childhood experiences through reflecting on what they learn.</p> <p>Lesson 3</p>
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	<p>Whole class discuss a photograph the statue of the Kinder transport children at Liverpool Street Station. What does it tell us? What do we need to find out? Examine conditions in Germany prior to the kinder transport of 1938 and how it took place.</p> <p>Examine the stories of Jewish children and their families from different parts of Europe during the war. How far does the statue reflect the experiences of Jewish children and their families?</p> <p>London Remembers (2006) Statue. Kinder transport.</p> <p>Available at: Search London Remembers people, places and memories : London Remembers, Aiming to capture all memorials in London</p> <p>Resources to support this can be found through the Holocaust Education Trust https://www.het.org.uk/education</p> <p>Another approach to this could be an enquiry based on the question: Why did Anne Frank have to hide?</p> <p>resources to support study of Anne and her diary. www.annefrank.org.uk</p> <p>To know how to explain how countries and geographical regions are interconnected and interdependent</p> <p>Map – showing how Hitler took over countries at the start of the war (may be more appropriate in another lesson).</p> <p>Lesson 3:</p> <p>The countries involved in the war Know how to find key countries around the world using Atlases (Allies and Axis) their capital cities, populations,</p> <p>Tracing paper – overlapping to show the different sides</p> <p>Map work – plot/ allies/axies</p> <p>To know that the Allied powers, including the United States, Soviet Union, United Kingdom, and others, worked together to defeat the Axis powers and end World War II.</p>	<p>All: Can answer questions about the people involved in the war from both Britain and the world.</p> <p>Most: should develop a coherent narrative of the war including a British and world dimension.</p> <p>Some: Reflect on perceptions at the start of the enquiry and how far they have changed.</p>
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	<p>Whose war was it? After the mapping exercise delve deeper into who really fought for the allies in WWII:</p> <p>Whole class discussion based on a poster showing the role of soldiers from the empire. Thought shower questions. Groups investigate the role of people from the empire using a range of websites.</p> <p>The National Archives (n.d.) The Art of War. Allied Unity. Available at: http://www.nationalarchives.gov.uk/theartofwar/prop/allied_unity/INF3_0319.htm</p> <p>Watch ‘West Indies Calling’. Thought shower ways and raise questions from the film. Ministry of Information (1944) West Indies Calling. Available at: https://www.iwm.org.uk/collections/item/object/1060021318</p> <p>You can find evidence of people from different parts of the world in the Commonwealth War Graves website: https://www.cwgc.org/ This can be done by putting a name in the search engine or a general request such as ‘Indian troops in World War 2’ which provided the following link: https://www.cwgc.org/searchresults/?Term=indian+troops+in+world+war+2</p> <p>Black Presence in Britain: This website provides images and information about Black American soldiers. Available at: Can the children answer questions about the people involved in the war from both Britain and the world? https://blackpresence.co.uk/black-britishsoldiers-the-forgotten-fighters</p>	
<p>Week 3</p> <p>ML</p>	<p>Lesson 1:</p> <p>To know the key events within WWII</p> <p>Chronology 2 -break down events within the time period of the war</p> <p>An overview of key events within the war itself - see 2022/23 planning</p> <p>Childre assemble their own timelines of WWII</p> <p>Activity – timeline (class), Build up a timeline that is added to throughout the unit.</p>	<p>Lesson 1</p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p>Lesson 2</p> <p>All:</p>

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	<p>fictional story Find similarities and differences between the fictional story and the evidence-based account. Discuss the reasons for the similarities and differences.</p> <p>Sources:</p> <p>fictional stories: Michelle Magorian, M. (1983) Goodnight Mr Tom. London: Puffin Bawden, N. (1973) Carries' War. London: Puffin Conlon-McKenna, M. (1995) Safe Harbour. Dublin: O'Brien</p> <p>Note: Films have been made of the first two novels.</p> <p>Using a combination of the historical and fictional sources, ch write letter as evacuee.</p>	
<p>Week 4</p> <p>BA</p>	<p>Lesson 1:</p> <p>Know what was life like on the home front – air raids; the Blitz; home guard</p> <p>What were air raids? How were they signalled? What happened during and air raid; What was the Blitz and when did it happen; What was the Home Guard?</p> <p>see planning 2022/23</p> <p><i>Pupils will learn about the Battle of Britain in 1940 as a case study and will learn: when it started and why, how the battle got its name (the speech made by the Prime Minister of Great Britain: Winston Churchill), the towns and army defences that were attacked by the Luftwaffe, along the Southern coast (identifying Ramsgate and Dover), The Battle of Britain Day, The Blitz (include the meaning of the word) and when it ended.</i></p> <p><i>Pupils will learn which cities and industry ports were affected by the sustained German bombing of the Luftwaffe and will focus on London as a Case study. Pupils will learn that on the 7th of September, the Blitz intensified, when around 950 German aircraft attacked London. It was the first and last mass daylight raid on London, but it heralded the first of 57 consecutive nights of bombing. Pupils will learn what life was like for people living in London through an attack and will learn which areas of London were targeted and received the most damage. Within this lesson, pupils will also learn about how people protected themselves including: the Blackout policy, Air Raid shelters and the Home Guard. Pupils will learn more about the Home effort within the next lesson.</i></p> <p><i>Interpreting evidence/artefacts.</i></p> <p>Know why are industrial areas and ports are important.</p> <p>Why might they have been targeted? Look at geographical case studies showing ports and industrial areas that were targeted.</p>	<p>Lesson 1</p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p>Lesson 2</p> <p>All: understand how a range of resources have helped them build up their knowledge of the war on their community.</p> <p>Most: understand the impact of the war on local people using a range of sources and deciding how far the above sources reflect this.</p> <p>Some: explain how the war had a broader impact on civilians and service people.</p> <p>Lesson 3</p> <p>All:</p> <p>Most:</p> <p>Some:</p>

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	<p>Lesson 2: Ramsgate Bombing – 1st September 1940 – possible visit to Ramsgate tunnels – linked to learning</p> <p>What was the impact of World War 2 on people in our locality?</p> <p>Bomb plotting activity</p> <p>See archive resources on Thanet in WW2</p> <p>Lesson 3: To know about Operation Dynamo and the role that Thanet played in this</p> <p>Know about the little ships leaving from local areas; know about the role of the winter gardens and local residents in providing food and drying of socks ; know about the trains that transported soldiers straight back to war from Margate. Use of Royal Sea Bathing and Quex. Roll of Dover Castle. Key figures - see planning 2022/23</p>	
<p>Week 5</p> <p>BA</p> <p>ML</p> <p>Lesson 3- mountains</p>	<p>Lesson 1: Continuation of operation Dynamo</p> <p>Lesson 2:</p> <p>To know how to explain the formation of mountain ranges link to Hitler's Eagles Nest in the Austian mountains.</p> <p>Mini presentations created for blog on what the children have learnt so far as topic is lasting two terms – roll of Thanet in the war</p> <p>Lesson 3: Spare lesson to allow visit to Ramsgate Tunnels (could also walk around the cliff tops comparing old WW2 photos to know – navel defences on cliff top etc. To know how to collect and analyse statistics and other information in order to draw conclusions about locations and compare these to those studied earlier noting any changes over time – stick pictures in and analyse changes then and now</p> <p>20TH and 21st March</p>	<p>Lesson 1</p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p>Lesson 2</p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p>Lesson 3</p> <p>All:</p> <p>Most:</p> <p>Some:</p>
Week 6	<p>R.E. What is a Church?</p> <p>Lesson 1: IALT: understand what is meant by the term “Church”*</p>	Lesson 1

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RM	<p>Lesson 2: IALT: understand how Churches link to the Bible</p> <p>Lesson 3: IALT: explore how a church can support the local community*</p> <p>To complete a table during RE week (books/stickers)</p>	<p>All: can explain the main purpose of a church for Christians</p> <p>Most: Can identify the similarities and differences in how churches may look</p> <p>Some: Can compare and make links to other religions they have learnt about</p> <p><i>Lesson 2</i></p> <p>All: Can explain why Christians may go to a church</p> <p>Most: Can explain how Christians may use different parts of the church.</p> <p>Some: Can explain how a bible may be used in a church.</p> <p><i>Lesson 3</i></p> <p>All: Can identify any churches they know locally/identify them on a local map.</p> <p>Most: Can list some of the ways churches help within the local community and explain the impact</p> <p>Some: Can make links to other religions, comparing how they support their local community</p>
(Term 5) Week 7	<p>PSHE</p> <p>Lesson 1:</p> <p>Lesson 2:</p> <p>Lesson 3:</p>	<p><i>Lesson 1</i></p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p><i>Lesson 2</i></p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p><i>Lesson 3</i></p> <p>All:</p> <p>Most:</p>

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		Some:
Week 8	<p>Lesson 1: The roll of Manston in the battle of Britain – what was the battle of Britain?</p> <p>Lesson 2: Interpreting History/Authentic sources Propaganda -Know what these can tell a Historian about the time period What was ‘propaganda; how to recognise propaganada during WWII and now; what was the purpose and how was it constricted; How was it used in WWII</p> <p>Lesson 3: Rationing -what is rationing; how were things rationed in WWII What is rationing? Where do the main foods we eat come from? Which countries have surplus and deficit of foods. What can /is being done?</p>	<p>Lesson 1 All: Most: Some: Lesson 2 All: Most: Some: Lesson 3 All: Most: Some:</p>
Week 9	<ul style="list-style-type: none"> Teacher note: Be mindful that this content regarding the league of nations is bordering KS3. Don't go too deep into the minute details. <p>Lesson 1: •To know that the United Nations (UN) was established in 1945 as an international organization dedicated to maintaining peace and security, promoting human rights, and fostering cooperation among nations. Discuss quote by Elie Weisel, writer and holocaust survivor: “I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides.” OR Desmond Tutu 1931– “If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality. We may be surprised at the people we find in heaven.”</p> <p>What is the history of the UN? Why did the world’s leaders need to write the charter after WWII? What lessons did they learn after WWI?</p>	<p>Lesson 1 All: I can describe what the UN is. Most: I can explain some of the work the UN does. Some: I can apply my historical knowledge of the UN to a real-life situation.</p> <p>Lesson 2 All: I can describe what the UN is. Most: I can explain some of the work the UN does. Some: I can apply my knowledge of the UN to a roleplaying situation.</p> <p>Lesson 3 All: Most:</p>

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<p>Shared write / poster a school charter for addressing conflict. Challenge: write to world leaders to stress the importance of the UN, both historically and now.</p> <p>United Nations Charter (1945) National Archives</p> <p>Failures of the League of Nations in the 1930s - Paris Peace Treaties and the League of Nations, to 1933 - National 5 History Revision - BBC Bitesize</p> <p>Lesson 2: •To know that the United Nations Charter, which serves as the foundation of international law, was created to prevent future conflicts and promote peaceful resolutions through diplomacy and negotiation.</p> <p>Why is the UN still relevant today? What Does the UN Do?</p> <p>Students look at the picture of a UN peacekeeper. Using this, they should explain what it is they think the UN does. Some students may have prior knowledge of this. After allowing discussion and taking feedback, outline the main role of the UN, which is to maintain peace.</p> <p>What Are the Aims of the UN? Students read the four main aims of the UN. They then discuss these in pairs and suggest strategies that the UN can use to achieve these. Students should complete The United Nations Activity Sheet as part of their discussion.</p> <p>Crisis at the Border The instructions for this task are included in The United Nations Game Teacher Sheet. Present the fictional scenario of Oatenland and West Reeson, two countries at war, and put pupils into groups of 3-4. Distribute The United Nations Game Information Sheet and The United Nations Game Activity Sheet, one of each per group. Each group member should take on a different role, as outlined on the PowerPoint, in order to 'resolve' the crisis.</p> <p>Teacher note: Be mindful that this content around the Holocaust is bordering KS3, and not advisable that you give/show graphic depictions of the murders carried out by nazis.</p> <p>Lesson 3: •To know that the Nuremberg Trials were held after World War II to hold Nazi leaders accountable for their war crimes and crimes against humanity, sending a message that such actions would not go unpunished.</p> <p>What happened at the Nuremberg trials?</p> <p>What Happened at the Nuremberg Trials? History - YouTube (this video has approx. 10 seconds of footage of bodies)</p>	<p>Some:</p>
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Year 6, Term 4 & 5, Medium Term Plan

	BBC - History - World Wars: Nuremberg: Nazis On Trial	
Week 10	<p>Lesson 1: To know how some changes affect life today. Was WWII more or less dangerous than what happened at other times in the past? What dangerous times can we think of at different times in the past? What was it like to be there?</p> <p>The class though shower different events during conflicts which they know about from previous topics or their general Knowledge e.g. The Roman Conquest of Britain AD 55; The Norman Conquest 1066; The Harrying of the North 1069-70; The Battle of Bosworth 1485; The Spanish Armada 1588; The Battle of Naseby 1645, Falklands 1982, and current warfare if appropriate e.g Russian invasion of Ukraine.</p> <p>Groups place the above on a timeline and thought shower what they know. Identify 2 or 3 events from different times which they want to compare with the period related to the Blitz and WWII.</p> <p>Identify pictures representing the conflict / time period chosen and use this to raise questions which they are research/or revisit previous work e.g. What led to it? What happened? How did it affect people's lives? How well does the picture tell us this?</p> <p>Lesson 2: Prepare for end of unit celebration - debate Was WWII more or less dangerous than what happened at other times in the past? Groups discuss how far the WWII was more or less dangerous than the conflict / time period which they have investigated.</p> <p>Lesson 3: End of unit quiz and celebration of learning - debate</p>	<p>Lesson 1 & 2 All: address questions related to the significance of an event. Most: should note connections, contrasts and trends over time. Some: Can the children address questions related to the significance of WWII in the context of their broader understanding of the Second World War and its broader historical context?</p> <p>Lesson 3 All: Most: Some:</p>
Week 11	SATs Week	<p>Lesson 1 All: Most: Some: Lesson 2</p>

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		All: Most: Some: <i>Lesson 3</i> All: Most: Some:
Week 12	WW2 Experience day RE Lesson 1: Lesson 2: Lesson 3:	<i>Lesson 1</i> All: Most: Some: <i>Lesson 2</i> All: Most: Some: <i>Lesson 3</i> All: Most: Some: