



Ambition - Community - Equality

ELMS FARM PRIMARY SCHOOL CURRICULUM

Topic: What was the impact of WWII on the West Midlands?	
Year Group: 6	Term: Spring 1 & 2
Ambition: know how people can cope with adversity and how this can impact our own lives know how the ambition of leaders can lead a country	
Community: Know that loss can affect everyone in a community Know how communities can work together and support each other Know how nations worked together towards a shared goal	
Equality: Know that WWII affected a range of nations and how life was changed Know the contribution of a variety of communities to the national effort Know that Britain was rebuilt post WWII with people migrating to the country to contribute to this effort (Windrush)	

Links to Prior Learning

Y5 The Tudors	Y6 The Maya Civilisation: industry		
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Writing Opportunities Through Topic Lessons

Letter home as an evacuee Diary entry as an evacuee	Speech: The contribution of the West Midlands to the national effort	Report: Vera Lynn-The contribution of music in WWII	
Instructions: Building an Anderson Shelter	Report: Rebuilding post war Britain: Windrush	Independent hot task History/ equality letter: persuading the government for women to support the war effort	Post Cathedral visit: Report: The Biltz and its impact on the West Midlands

Key Texts

Goodnight Mr Tom, Michelle Magorian	Skylarks War, Hilary McKay	Carrie's War, Nina Bawden	Anne Frank's Diary
I am David, Anne Holm			



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Key Vocabulary

History

nation, alliance, allies, anti-Semitism, Nazism, convoy, fascism, evacuation, allies, axis, evacuee, blitz, air raid, ration books, gas masks, spitfire, conflict, air raid shelter, resolution, Windrush, emigration

Art

Form, frame, centralised, compare, observation, dimension, perspective, intricate detail

DT

rolling, strengthening, sturdy, reinforcing, triangulation, diagonal, stable, strength, tube, rigid, section, water resistance, tie, strut, beam, bracket, construct, component

Computing sp1

Formality, template, footnote, endnote, reference, bibliography

DT / Computing sp2

CAD (Computer Aided Design), workplane, orthographic, floorplan, prototype, scaling

Projects

Art project:

Observational drawings & photography of Coventry Cathedral

DT project:

Design a shelter using CAD
Making a prototype of a new air raid shelter to build in forest school or KS1

Computing project sp1:

Word processing
History: create a word processed document about WWII

Computing project sp2:

Teach Computing
3D modelling then create a shelter on TinkerCAD



Concrete Knowledge

History

- Know the cause of WW2: Hitler's regime and how it threatened the values of many nations, inequality of Nazi values and treatment of people (Auschwitz)
- History
- Know how the West Midlands was affected by WW2: daily life (rationing, air raids), evacuation, buildings
- Know how the West Midlands contributed to the national efforts:
- Spitfires made in Birmingham
- Know how allies united to defeat Hitler and how the leadership of Churchill led the country
- Know that migration supported the rebuilding of the country post WWII (Windrush)

Art

- Know the importance of perspective and dimension in observational drawings
- Know that sketching enables an artist to improve a composition
- Know the importance of framing photographs

Geography

- Know the names of and locate at least 6 UK counties and 6 major UK cities
- Know the names of at least 7 European countries and their capital cities (UK, Greece, Germany, France, Spain, Italy, Poland and Russia)

DT

- Know how to use learning from science to help design and make products that work (relate to properties of materials)
- Know how to use learning from mathematics to help design and make products that work (measuring and marking out wood)
- Know that materials have both functional properties and aesthetic qualities
- Know that materials can be combined and mixed to create more useful characteristics
- Know how to reinforce and strengthen a 3D framework

Equality

- Know the role of women in WW2 and how they helped to maintain the country



Skill Progression

History

- I can place historical events (10) and people on a timeline and explain their significance
- I can evaluate the validity of different primary and secondary sources of information
- I can bring together information from sources into a fluent account
- I can describe how different evidence will lead to different conclusions
- Consider how to check the accuracy of interpretations

Art

- I can use line and shading to create dimension (light and dark)
- I can use proportions to draw from observation
- I can compare the use of pencil, charcoal and pastels and decide on the most effective
- I can make improvements to my composition
- I can frame a photograph so that the subject is centralised
- I can compare photographic and drawn images

DT

- I can accurately assemble, join and combine materials and components

Geography

- I can locate places in West Midlands that were bombed in the Blitz on OS maps and refer to them by plotting and using 6-figure grid references
- I can use an OS map on digi map to find a new evacuee location and describe human and physical features in that area and I can describe why this would be a good location to escape during the war
- I can use an index and atlas to find the location of the places that I am studying

Computing sp 1

Final project: create a word processed document about WWII

- I have completed 'Advanced' Lessons 5-7 on [typing.com](https://www.typing.com).
- Year 6 Project: I can produce a professional piece of writing for a specified topic, using an appropriate layout and formality.
- I can choose appropriate word processing software to complete a specific task and explain my reasons for choosing it.
- I can make use of the templates, e.g. letter, advert, newspapers to improve the layout of my work.
- I can change the layout of text by adding and removing columns.
- I can insert footnotes and endnotes to begin to reference my work

Computing Sp2

Teach Computing Creating Media – 3D modelling
Final project: DT Design a shelter for KS1 playground

- I can select, move and delete a digital 3D shape.
- I can change the colour and resize a 3D object.
- I can rotate 3D objects, position them in relation to each other and select and delete multiple objects.
- I can group a digital 3D shape and a placeholder to create a hole in an object.
- I can choose 3D shapes to create a model of a real-world object.
- I can plan and construct a 3D model, decide how it can be improved and modify my model to improve it.



DT Design

- I can work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
- I can describe the purpose of their products
- I can indicate the design features of their products that will appeal to intended users
- I can explain how particular parts of their products work carry out research, using surveys, interviews, questionnaires and web-based resources
- I can identify the needs, wants, preferences and values of particular individuals and groups
- I can develop a simple design specification to guide their thinking
- I can use cross-sectional drawings and to develop and communicate their ideas
- I can use computer-aided design to develop and communicate their ideas
- I can generate innovative ideas, drawing on research

DT Make

- I can select tools and equipment suitable for the task
- I can explain my choice of tools and equipment in relation to the skills and techniques they will be using
- I can select materials and components suitable for the task
- I can explain their choice of materials and components according to functional properties and aesthetic qualities
- I can produce appropriate lists of tools, equipment and materials that they need
- I can formulate step-by-step plans as a guide to making
- I can follow procedures for safety and hygiene
- I can accurately assemble, join and combine materials and components
- I can accurately measure, mark out, cut and shape materials and components (marking out length of wood)
- I can use techniques that involve a number of steps
- I can demonstrate resourcefulness when tackling practical problems

DT evaluate existing products

I can investigate and analyse:

- how well products have been designed
- how well products have been made
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

I can investigate and analyse:

- how much products cost to make
- how innovative products are
- how sustainable the materials in products are
- what impact products have beyond their intended purpose

DT evaluate own products

- I can identify the strengths and areas for development in their ideas and products
- I can consider the views of others, including intended users, to improve their work
- I can critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make
- I can evaluate my ideas and products against my original design specification



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Science, Music, R.E., PSHE, French and P.E. units

Science
Sp 1 Electricity
Sp2 Living things and their habitats

Music
Music services

R.E.
Sp 1 Remembering Roots
Being courageous and confident
Sp 2 Being regardful of suffering
Being Merciful and Forgiving

PSHE
Sp 1 Valuing difference
Sp 2 Being my best

P.E.
Sp 1 Coach: Gymnastics
CT: Handball/swimming
Sp 2 Coach: Net/ Wall Games - tennis
CT: Netball

French
Sp1: Clothes
Sp2: At school

E-safety
Sp1 Online Bullying, Managing Online Information and Health,

E-safety
Sp2 Wellbeing and Lifestyle

Maths in Context

Measuring in context: building Anderson Shelters

Timelines-ordering of events

Cultural Capital

Self-control and self-discipline

Adaptability & Resilience

Taking responsibility

Self-reflection

Our place in the world

Ambition

Care and respect

Appreciation

Livelihood

Communication

Cultural diversity and equality

Technological advancements

Cultural and Artistic Icons

Winston Churchill

Vera Lynn – The White Cliffs of Dover



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Health Education, Money Management, Environmental Education

Know how rationing impacted the health of the nation

Know that measuring was important in rationing

That growing crops saves money

Rights Respecting

Article 38:
Governments must do everything they can to care and protect children affected by war

Wider links
Article 19 & 37-know that punishment should not be cruel or harmful and you should be protected

Wider links
Article 30-right to practise your own religion and beliefs

Wider links
Article 42-the right to know your rights

Enrichment experiences and Community Involvement

Visit to Coventry Cathedral

Real life experience: use of the Anderson Shelter as a writing stimulus



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Supporting Texts

The Great Depression X1 David Downing (non-fiction)

One Boys War X1 Lyn Higgins- Cooper

Where The Poppies Now Grow X2 Hilary Robinson

Terrible Trenches X1 Terry Deary

Secret War X1 Ann Kramer (non-fiction)

Private Peaceful Michael Morpurgo X1 (resource Book)

Sophies Secret War X1 Jill Atkins

Carries War X1 Nina Bawden

Carries War X1 Nina Bawden Interactive

Alone In The Trenches X2 Vince Cross

We Will Remember Them X1 (non-fiction)

A War To End All Wars X1 (non-fiction)

Blitzcat X1 Robert Westall

A Pictoral History of the Wporld War Two Years X1 Edward Jablonski

In the Air X1 Ann Kramer (non-fiction)

Swastika over Guernsey X1 Victor Coysh

Escape from the Blitz X1 Tony Bradman

The Diary of a Young Girl X1 Anne Frank