As writers, we will be writing about:
Third Person Narrative - The Burning of the Books
Third Person Narrative - Kristallnacht
Third Person Narrative - Attack of the Wolf Pack
First Person Narrative – The Battle of Britain
First Person Narrative – Surviving the Blitz
Instruction text – Preparing for the Blitz
Informal Letters - Operation Barbarossa
First Person Narrative/ Poetry - Stalingrad
Second Person Narrative - D-Day Landings
Balanced Argument - Hiroshima

Year 6 – The World at War
(World History Focus – Medium Term Plan)

As historians we will be:
- Using primary sources, understand the impact the Treaty of Versailles had on Germany.
- How did Hitler rise to power? – Understanding the events that led to Germany electing such a controversial figure.
- When did WW2 start in the UK? - To explore how the war broke out and when Britain "joined".
- Looking at the use of "U-Boats" by the Germans in the Battle of the Atlantic and the effect this had.
- Exploring the Battle of Britain and the response to the threat of German invasion.
- Understanding how and when the USA joined the "War effort".
- Investigating how D-Day came about and the long process that proceeded it.

As artists we will be:
Creating Blitz layered collages:
-Interpreting the texture of a surface
-To layer textures and colours to create interest.
-To cut complex shapes in various sizes to represent ideas.
-To translate more complex images into shapes suitable for collage.
Creating WW2 Propaganda posters:
- To be able to create atmosphere, mood and feeling in their paintings
- To start to develop uniqueness and creativity in their artwork as opposed to producing replicas.

As scientists, we will be learning about:
Living Things and their Habitats.
Describe how living things are classified according to characteristics, similarities and differences.
-Give reasons for classifying plants and animals based on specific characteristics.

As mathematicians, we will be learning about:
Draw 2-D shapes using given dimensions and angles
Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
Describe positions on the full coordinate grid (all four quadrants)
Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
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
calculate the area of parallelograms and triangles

Non-topic based subjects
Computing – Big Data 1
Music – Composition and Performance (Keyboard)
PE – Circuit training, Dance – The Blitz
PSHE – Healthy Me/ Changing Me
RE – Christianity - Holy week to Pentecost and Mission, Buddhism – The Buddhist Community
French – Ici et la
Geography – Locational knowledge, capital cities of major countries and contour lines.

Key Vocabulary
Treaty of Versailles, Reparation, Kristallnacht, Nazi, U-Boat, Allies, Axis, Germany. Hitler, sniper, Spitfire, Lancaster, Messerschmitt, surrender, victory, bombing

In George Spicer Reads we will be reading:

Key Skills:
Retrieving, Evaluating
Clarifying, Inferring

Our Global Goal focus for this topic will be:
16: Peace, Justice and Strong Institutions
How did the Treaty of Versailles, an apparent peace treaty, spark WW2? Was this justice or was this retribution?

Our RRS Strand focus for this topic will be:
Article 7: Name and Nationality
How did Hitler create a sense of nationality amongst the German people?
How did those of Jewish faith have this right disrespected?