

Was it Britain's Finest Hour?	Derry Hill C of E Primary School	Year 6: Term 1: Autumn 2025	
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation

History

World War 2



Chronological order

B.C (before Christ)

Significance

The 20th Century

Home Front

Eye Witness

Consequences

Secondary evidence

Reliable

Impression

Alliance

This sources suggests that

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Key Skills:

- Sequence up to ten events on a timeline
- Know key dates, characters and events of time studied
- Identify and give reasons for, results of, historical events, situations, changes
- devise historically valid questions about change, cause, similarity and difference, and significance

Key Knowledge:

- I can study of an aspect of British history that extends pupils' chronological knowledge beyond 1066

LI: To explore the early stages of WW2 in Europe

Lesson 1:

Look at the terms Axis, Allies and Neutral

Use atlases to identify different countries in Europe and mark them on maps (Geography Link)

Complete the Dough War Walkthrough to illustrate which countries were involved and how during the early stages of war

LI: To explore what life was like for evacuees in WW2

Lesson 2:

Watch video of experiences of being an evacuee and discuss

Children make suitcases and have luggage tags and pretend at being evacuated

Research the place they have been evacuated to

LI: To investigate propaganda and the role it played in the war Lesson 3:

Look at and discuss a selection of propaganda posters and consider why they were so significant for wartime morale

Work in small groups to create their own propaganda poster using themselves as models (Art Link)

LI: To learn about and reflect on the discrimination of the Jews Lesson 4:

Watch video and make notes.

Complete timeline on the persecution of the Jews

LI: To learn about the significance of D Day

Lesson 5:

Watch video about the D Day landings and reflect

Look at the image 'Into the Jaws of Death'

Play Chinese Whispers and look at how this links to codebreaking and Bletchley Park (Computing Link)


Watch video about the D Day landings and reflect

Look at the image 'Into the Jaws of Death' and reflect on the significance of this

LI: To Explore the ending of WW2 and what we can learn from this

Lesson 6:

			Watch video about the ending of WW2 and discuss Make Peace Doves linked to the Treaty of Versailles and what impact this is still having today (DT Link)
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National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p data-bbox="248 512 371 544">Science</p> <p data-bbox="271 639 349 671">Light</p> 	<p>Light</p> <p>Light source</p> <p>Travels</p> <p>Straight lines</p> <p>Reflects</p> <p>Refraction</p> <p>Shadows</p> <p>Wavelength</p> <p>Prism</p> <p>Visible spectrum</p> <p>Opaque</p> <p>Translucent</p> <p>Transparent</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> • Draw scientific diagrams to explain ideas • Make predictions based on knowledge learnt • Identify control, independent and dependent variables • Draw conclusions • Present data using different methods (maths link) <p>Key Knowledge:</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes 	<p>LI: Recognise that light travels in a straight line and allows us to see objects</p> <p>Lesson 1: Recap learning on light from Year 4. Discuss natural and man-made light sources. Explore how light allows us to see objects. Children draw this as a diagram, learn a saying to remember it and demonstrate it visually using string, objects and a light source</p> <p>LI: Understand that objects are seen because they give out or reflect light into our eyes</p> <p>Lesson 2: Recap last week's learning. Explore how we can see objects behind us by looking in a mirror. Link this learning to WW2 and the children to make their own periscopes and test them.</p> <p>LI: Investigate how refraction changes the direction that light travels</p> <p>Lesson 3: Recap last week's learning. Look at an image of a straw in a glass of</p>

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| | | <ul style="list-style-type: none">• use the idea that light travels in straight lines to explain why shadows | |
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		<p>have the same shape as the objects that cast them</p>	<p>water and discuss what is happening. Discuss the term refraction. Children explore different examples of refractions and write their own explanations</p> <p>LI: To investigate how we see colour Lesson 4: Recap last week's lesson. Discuss what colour light is. Look at the findings of Isaac Newton and create own colour wheel. Link this learning to rainbows and refraction from last week</p> <p>LI: To investigate how light enables us to see colour Lesson 5: Recap last week's learning. Explore how we see different colours, looking at wavelengths and how objects absorb and reflect different colours</p> <p>L.I: Explain why objects have the same shadows as the objects that cast them Lesson 6 and 7: Children to design and carry out an investigation to explore shadows. Children to make predictions and discuss variables etc</p>
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<p>RE</p> <p>What is the best way for a Muslim to show commitment to God?</p>	<p>Islam, Muslim, Allah, Muhammad Prophet The Five pillars of Islam: The Shahadah, Salah Sawm, Zakat, Hajj, Ramaadan,</p>	<p>Key Skills:</p> <ul style="list-style-type: none">• I can explain the impact of faith on individuals• I can recognise the links between beliefs and action in my own life• I can offer insights into the faith and religious commitment of others	<p>LI: Explore what it means to show commitment</p> <p>Lesson 1: Explore how a believer might show commitment to their faith. Introduce the 5 pillars of Islam and discuss each one. Ask the children to consider the pillars they would base</p>
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Mecca,
Prayer mat,
Islamic compass, Values,
Commitment

Key Knowledge:

- I can identify the five pillars of Islam and what they represent
- I can recognise the link between faith and action in individuals and in groups of believers

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their life on. Why do we think that Islam chose these 5 pillars?

LI: To describe how religious practise and worship shapes the lives of believers

Lesson 2: Children to explore the first 2 pillars of Islam (Shahada and Salat) What is similar and what is different and distinct about the Muslim way of praying? How is this similar or different to your own experience of prayer? What is the point of prayer?

LI: Explore how giving to charity shows commitment to God

Lesson 3: Children explore the third pillar of Islam (Zakat) Consider how giving away money helps people to be a good Muslim. Children plan a fundraising event in school


LI: Explore religious practises including fasting

Lesson 4: Explore the fourth pillar of Islam (Sawm) and look at fasting and Ramaadan. Discuss what non-Muslims could learn from Sawm and how we could put some of these ideas into practise in our own lives


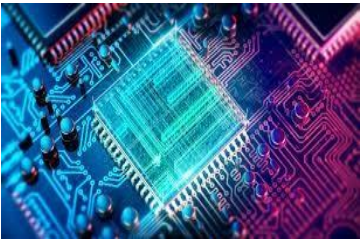
LI: To explore how a pilgrimage shows commitment to God


Lesson 5: Explore the fifth pillar of Islam (Hajj) Explore what happens during Hajj and the difference this makes to the believer. Children to

			<p>consider a special place they have travelled to and why it is significant</p> <p>LI: Explore how the 5 pillars of Islam help a Muslim to demonstrate their faith and draw closer to God</p> <p>Lesson 6: Draw together the learning from the last 5 weeks. What have we learnt about the different practices a Muslim will do to show their commitment? If I could only choose one pillar that I think most helps a Muslim to be a better Muslim, I would choosebecause...</p>
National Curriculum Subject	Key Vocabulary	National Curriculum Objectives	Overview of Learning

<p style="text-align: center;">Art</p> <p style="text-align: center;">Henry Moore Shelter Drawings</p> 	<p>Shelters Anderson Air Raids World War 2 Figures Shading Depth Position Perspective</p>	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 	<p>Linked to our theme of WW2 we will study, in detail the work of Henry Moore who created some powerful shelter drawings. The children will use their sketchbooks to consider light and shade and will explore a range of sketching techniques. They will sketch bodies in a variety of different positions, focusing on proportions of arms and legs as well as having the opportunity to share their work and discuss the different techniques they have been using. The pictures created will portray the atmosphere of life within a shelter during the Blitz. The children will also look at different propaganda posters and explore the impact this artwork had on morale.</p>
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<p style="text-align: center;">Music</p> 	<p>Composition Pitch Appraise Appreciate Style Fashion Listening Responding Composers Musicians</p>	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music. 	<p>Swing and big band music was heard blaring from radios and music halls during WW2 and the children will have fun, exploring this style of music. They will discover the types of instruments used to create this style of music and will learn the song 'Hey Mr Miller' in the style of Glenn Miller. This unit will develop the children's singing, musical appraisal, playing and listening skills. They will also develop an understanding of the history of music during the 1930s and 40s and its importance/role during WW2.</p>
<p style="text-align: center;">National Curriculum Subject</p>	<p style="text-align: center;">Key Vocabulary</p>	<p style="text-align: center;">National Curriculum Objectives</p>	<p style="text-align: center;">Overview of Learning</p>
<p style="text-align: center;">Computing</p> 	<p>Software Digital Programming Debug Coding Sequences Algorithms</p>	<ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<p>In computing, the children will also link their learning to The Enigma Machine, Bletchley Park and the coding which took place in WW2. Scratch will be used to allow them to create their own secret messages for others to decode. They will also have the opportunity to debug their programs. This topic will link wonderfully to coding week which takes place in September</p>

		<ul style="list-style-type: none"> □ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output □ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	
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<p>PSHE (Aspirations)</p> 	<p>Aspirations Strengths Unique Dreams Wider World Personality</p>	<ul style="list-style-type: none"> □ To recognise what makes them special □ To recognise the ways in which we are all unique □ To identify what they are good at, what they like and dislike □ To know how to manage when finding things difficult 	<p>In this unit of work the children will have the opportunity to recognise what makes them special and unique and will allow them to consider their strengths and weaknesses. They will explore their aspirations, thinking about their dreams and hopes for the future.</p>