

Was it Britain's Finest Hour?	Derry Hill C of E Primary School	Year 6: Term 1: Autumn 2026	
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 source suggests that -	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: - To 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:
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			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
Science Light 	Light Light source Travels Straight lines Reflects Refraction Shadows Wavelength Prism Visible spectrum Opaque Translucent Transparent	Key Skills: • 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) Key Knowledge: • 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	LI: To explore how light travels Lesson 1: The children will understand that light appears to travel in straight lines. They will learn how to draw a scientific diagram and use this to support what they have found out LI: To explore reflection Lesson 2: The children will understand that light is reflected off surfaces so that we can see it. They will understand how to set up a fair test and carry it out and will draw conclusions based on their findings LI: To explore reflection and explain how it allows us to see Lesson 3: The children will learn that light can reflect off multiple surfaces so that we can see it. They will understand how to make a periscope to reflect an image and will use

		Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	scientific diagrams to explain what they have learnt LI: Investigate how shadows can change Lesson 4: The children will understand that shadows change length depending on how far away they are from a light source. They will understand how to collect data and how to display this data to support their findings LI: Investigate why shadows have the same shape as the objects that cast them Lesson 5: The children will understand how a shadow is created. They will understand where to position sun shades to create the most shade and will feedback information based on their findings LI: Explore light phenomena Lesson 6: The children will understand the basics of how light is refracted, how a rainbow is made and what happens when light hits a bubble. They will understand how our eyes respond to light
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation

RE

What do creation stories tell us about what people believe about God?



Christianity
Islam
Christian
Muslim
Creation
Bible
Qur'an
Allah
Tawhid
Imago Dei
Genesis
Stewardship
Literal
Symbolic

- Infer how the traits of a creator are visible within their own physical creations.
- Look at key verses from Genesis and the Qur'an and identify and interpret meaning
- Distinguish between literal and metaphorical meanings, explaining why two believers might read the same text differently.
- Assess the impact of belief on behaviour by evaluating modern faith-based environmental campaigns.
- Structure a comparative argument using precise vocabulary (e.g., *Tawhid*, *Omnipotence*, *Stewardship*) to answer the core inquiry question.

LI: To explore how the act of making something reveals the nature and intent of the maker.

Lesson 1: Children to discuss the beauty of the natural world. They will consider what creation stories reveal about God and pose their own questions about how the universe started and why it matters to religious people

LI: To examine Genesis and discover what Christian's believe about God's characteristics

Lesson 2: The children will read and evaluate Genesis considering the Christian view on design. They will explain what Genesis tells us about God. They will learn about the concept 'Imago Dei' (being created in the image of God)

LI: To explore how the Qur'an portrays Allah as the sole creator

Lesson 3: The children will investigate the word Tawhid (the oneness of God) and consider what this means for Muslims and how they view the origin of the universe. The children will explore passages from the Qur'an regarding creation

			LI: To understand that believers within the same faith can interpret creation stories differently. Lesson 4: The children will look at symbolic and literal representations and understand that sacred texts can be seen in different ways. They will consider Muslim and Christian views and will explore the question ‘can someone believe in evolution and the creator God?’ LI: To assess how beliefs about God as Creator influence how Christians and Muslims treat the planet. Lesson 5: The children will use a Venn diagram to compare the theological duties of care. They will answer the question ‘If a believer pollutes the earth are they disrespecting God?’ The children will debate - Which concept places a heavier burden on humanity—being made in God's image, or being appointed as Allah's trustee? LI: To combine learning across both religions to answer the overarching inquiry question. Lesson 6: The children will create a final annotated triptych image which answers the question ‘What do creation stories teach us about what people believe about God?’ They will include two share beliefs about God
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			and two distinctions between Christian and Islamic accounts
National Curriculum Subject	Key Vocabulary	National Curriculum Objectives	Overview of Learning
Art Henry Moore Shelter Drawings 	Shelters Anderson Air Raids World War 2 Figures Shading Depth Position Perspective	- 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.	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.
National Curriculum Subject	Key Vocabulary	National Curriculum Objectives	Overview of Learning
Music	Lyrics Solo Accompaniment Melody Verse/chorus Tempo	To recognise and describe differences in music popular in WW1 and WW2 and discuss the purpose of each of the styles.	The children will explore the life and work of Dame Vera Lynn and will compare her songs. They will compare music from WW1 to WW2, comparing popular wartime songs. They will investigate the instruments of big



Style
Harmony
Percussion
Beat
Syncopated

- To use musical vocabulary to accurately describe the features and structure of songs from WW2.
- To take part in class sung performances of 'We'll Meet Again' and 'Hey Mr Miller', being able to sing in 2-parts from memory and keep in time with other people. I can add expression to my singing by using different dynamics.
- To recognise syncopation in music and describe what this is.
- To identify instruments used in Big Band music and explain some of the musical features of jazz / swing music. I can explain why this was popular in WW2.
- To keep a beat and add syncopated clapping to create a jazz sound.
- To follow simple musical notation to add 2 pitched parts to the syncopated rhythm and perform our class version of 'Un-Square Dance' by Dave Brubeck.

band music and learn the song 'Hey Mr Miller'. They will explore and learn syncopated rhythms and create performances to share with others.

National Curriculum Subject

Key Vocabulary

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Overview of Learning

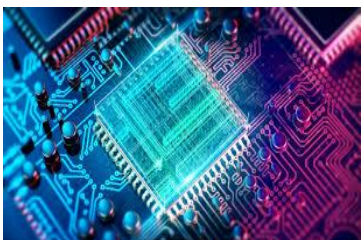
Computing

Coding using Scratch

Software
Digital
Programming
Debug
Coding
Sequences
Algorithms

- 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

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



- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- 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

debug their programs. This topic will link wonderfully to coding week which takes place in September

National Curriculum Subject

Key Vocabulary

Objectives

Overview of Learning

PSHE

Keeping Safe First Aid



Keeping/Staying Safe

- Statement
- Fact
- Opinion
- Strangers
- Strategies
- Consequences

First Aid

- Treatment
- Seizure
- Allergic
- Emergency
- Casualty
- Unresponsive
- Prescribed
- Progressions

Keeping Safe/Staying Safe

- identify a range of danger signs
- develop and name strategies that can help keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident

First Aid:

- Identify a range of situations that may require first aid
- recognise how to support someone with a minor burn or scald
- explain how to support someone who is having a heart attack
- understand how to support someone with a fractured bone
- know when to call for medical help

Keeping/Staying Safe

Children consolidate and extend their understanding of how to keep themselves and others safe by recognising a wider range of risks and warning signs. They explore strategies that help prevent accidents and promote safe behaviour in different situations. Pupils consider the consequences of unsafe actions and develop the confidence to justify responsible choices. As they prepare for greater independence, they learn when to seek support and identify trusted people who can help maintain their safety and wellbeing.

First Aid

			The children will consolidate and extend their understanding of first aid by recognising a wider range of situations where someone may need medical help. They explore how to respond safely to injuries or illnesses such as burns, fractures and suspected heart attacks. Pupils consider the importance of acting calmly and responsibly in an emergency and develop the confidence to apply their first aid knowledge, while understanding these are important skills they will hopefully never need to use.
National Curriculum Subject	Key Vocabulary	Objectives	Learning intention and implementation
Spanish Describing family and friends 	hermano hermana se llama vive tiene le gusta este/esta ¿Tienes hermanos?	• Ask and answer questions to find out personal information. • Understand a variety of answers to the question, ¿Tienes hermanos? – Do you have any brothers or sisters? • Identify the names of family members. • Use de to indicate possession. • Describe relationships between family members. • Identify the difference between the first, second and third person forms of some familiar verbs. • Describe what someone likes to do. • Write a description giving personal information about someone in the third person.	Lesson 1: To ask and answer questions about family members Lesson 2: To describe relationships between family members Lesson 3: To identify the third person singular form of some common verbs Lesson 4: To describe what someone likes to do Lesson 5: To write a short descriptive text about a person

- Identify a person from a written description.

Lesson 6:
To identify key information in descriptive sentences