



Thematic Planning for the Autumn Term

World Wars

Year 6

Big Questions

1. Was it right for Britain to go to war?
2. Why is Coventry called the City of Peace and Reconciliation?
3. How did war impact on daily life and society?
4. How do artists represent images of conflict in their work?

Challenge

Look at the Bletchley Park conspiracy theory

Knowledge

- Know why WWI and WWII started and the links between the two world wars
- Know the key historical figures involved
- Know how wars affected the daily lives of those in Britain
- Know the countries involved in the World Wars
- Know about the monarchy at that time
- Know how WWII impacted Coventry
- Know about rationing
- Know how the World Wars ended
- Know about propaganda
- Know about the role of women in the wars
- Know about the Holocaust
- Know about artists who depict conflict

Vocabulary

decade, era, chronology, continuity, change, century, legacy, Axis, Allies, neutral, nazis, evacuation, evacuee, blackout, rationing, air raid, Blitz, propaganda, holocaust, atomic bomb

Skills	
History	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Select and use reliable sources of evidence to deduce information about the past and know about primary sources and give reasons for choices. • Seek out and analyse a wide range of evidence to justify claims about the past • Show awareness of concept of propaganda and how historians need to understand the social context and how propaganda can effect interpretations of history • Understand that no single source of evidence dives the full answer <p>World History</p> <ul style="list-style-type: none"> • Identify continuity and change in history the local community • Compare some of the time studied with other areas around the world. • Describe social, political and cultural diversity of the past • Describe characteristic features of the past, including experiences of men, women and children. <p>Chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history • Identify times of rapid change and contrast with periods of little change (e.g. suffragette movement) • Use dates and terms accurately in describing events. <p>Communicating historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary including, dates, timer period, era, chronology, continuity, change, century, decade, legacy • Use literacy, numeracy and computing skills to communicate information about the past.
Geography	<p>Investigate places</p> <ul style="list-style-type: none"> • Name and locate some of the cities and countries of the world. <p>Communicate Geographically</p>

	<ul style="list-style-type: none">• Describe and understand human geography including settlements, land use, economic activity, including trade links.
Art	<p>To develop ideas</p> <ul style="list-style-type: none">• Develop and imaginatively extend ideas from starting points throughout the curriculum.• Collect information, sketches and resources and present ideas imaginatively• Comment on artworks with a fluent grasp of visual language• Sketch (lightly) before painting to combine line and colour.• Use a choice of techniques to depict movement, perspective, shadows and reflection.• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).• Use lines to represent movement.