

Year 6 Autumn 2: How does the impact of WW2 justify the sacrifice?

Week 1 Say where WW2 fits on a timeline. How did Britain joining WW2 influence world history?	Week 2 Understand the persuasive viewpoint of Churchill's propaganda. How did the Battle of Britain influence history?		Week 3 Describe the Blitz using evidence from different sources	Week 4 Explain how Pearl Harbour caused America to enter WW2?	Week 5 Why was the surrender at Stalingrad such a significant event?	Week 6 Explain how the allied invasion of France acted as a catalyst for the allies victory.	Week 7 Pose and answer historical questions- Does the extent of the Nazi brutality justify the death and destruction that happened in order to stop it?	Week 8 What events led to the end of the war?			
Cause and Consequence	Interpretations Evidence		Evidence	Cause and Consequence	Continuity and change Cause and consequence	Continuity and change	Interpretations	Chronology Cause and Consequence			
1939 Hitler invades Poland. WW2 begins in Europe.	1940 Churchill becomes prime minister.	1940 The Battle of Britain	1941 The Blitz German Blitzkrieg on the United Kingdom lasted 8 months, from September 1940 to May 1941.	1941 Pearl Harbour The Japanese military strike on the US naval base Pearl Harbour, was a turning point in WW2 as it led to America's entry into the war.	1943 Surrender at Stalingrad German defeat at Stalingrad was a turning point in WW2 and is regarded as one of the bloodiest battles in modern history.	1944 D Day The Allied invasion of France began on 6th June 1944. It led to the eventual liberation of France from the Nazis and contributed to the Allies victory in the war.	1945 Liberation of Concentration Camps The extent of Nazi brutality was revealed when the Soviet army liberated Auschwitz in early 1945	1945 Russians take Berlin Soviet forces had surrounded the city of Berlin by 24th April 1945, they began to make their way into the city centre, resulting in the eventual fall of Berlin on 2nd May. Following this, the Germans surrender	1945 Hiroshima and Nagasaki The final stage of WW2 saw American forces drop atomic bombs on the Japanese cities Hiroshima and Nagasaki in August 1945, killing at least 129,000 people Japan Surrenders The surrender of Japan on 15th August 1945 saw the hostilities of WW2 finally brought to a close		
Art- Art- Colour mixing shades of red by adding black, blue, yellow Brush dictionary (thick and fine brushes) Shade = add black Tone = add grey Tint = add white	Art- Apply to Christmas cards Mixing colours using brush dictionary Keep for Christmas	Art- Plan composition— all or cropped part of the poppy / photo, zoomed in. Crop and print photo Chn choose size of their paper to match their chosen composition. Use black paper.	Model drawing simple outline of chosen poppy design. Chn to draw outline of poppy from cropped photo onto black paper with chalk (chalk will not be visible after painting)	1. Paint base layer red with big brush. Children to paint in direction of the flower (brush dictionary skills) 2. Mix and use different shades and tints of red (retrieving from week 1) to create depth and detail 3. Add details such as light reflection, seeds with thin paint brush remind children of brush dictionary skills							

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<p>Vocabulary: army, border, , conflict, country, , military, power, religion, , war, alliance, city, frontier, nationality, navy, peace, political party, rights</p> <p>Art vocab to be added: Colour, tone, pattern, texture, controlling paint and tools, composition and application</p>	<p>Intendend outcomes:</p> <ul style="list-style-type: none"> - Can experiment with a broader primary spectrum of primary colours and notice the effect on colour mixing. E.g. Use lemon yellow or Yellow ochre to create colour wheel and notice difference in secondary colours produced. - Can independently select materials to use for their work. -Is beginning to consider new tools and application/ technique to further enhance their work. -Can experiment with new tools and materials if it will offer enhancement to their work – e.g. adding sand to the paint to give a textured effect, using a palette knife -Can work autonomously and responsibly with paint including setting up, control of materials and clearing away. - Shows increasing awareness of tonal values within colour work. Can identify this and apply to work. -Can identify tonal values and use a monochrome colour to create a piece. -Confidently uses a range of techniques tones and colours to represent images of reality or imagined 	<p>Expert Outcome: Interpretations</p> <p>Children to answer the question, essay style: Was WW2 worth the sacrifice?</p> <p>A painting of a (cropped) poppy. The painting has got depth and texture by mixing re colours and brush strokes.</p>	<p>Previous Learning: In Year 4, children developed an understanding of invasion, conquering and the motives and reasoning behind decisions to invade. In Year 4 and 5, they explored how minority groups can be persecuted because of specific characteristics through their study of the Tudors and the Pilgrims. They have built an understanding of what a “treaty” is and will therefore understand the significance of going against the Treaty of Versailles.</p> <p>Preparing for: Secondary History. Research shows that revisiting concepts and knowledge with an increasing time gap enables children to know and remember more. As they revisit the World Wars as part of their secondary education, retrieving prior knowledge and revisiting this substantive knowledge with a more advanced and mature disciplinary knowledge will enable the children to build a richer understanding and critique of these significant historical events.</p> <p>Bespoke to us: As a church school, remembrance, sacrifice, respect and kindness underpin our school ethos. It is important that our curriculum provides opportunities for children to analyse historical events such as these so that they can become kind and responsible members of local and global society. It also helps to instil our British value of Tolerance.</p>
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<p>Resources and Actions:</p> <p>Georgia O’Keeffe flower resources on server, paint, iPads, black paper, chalks</p>

