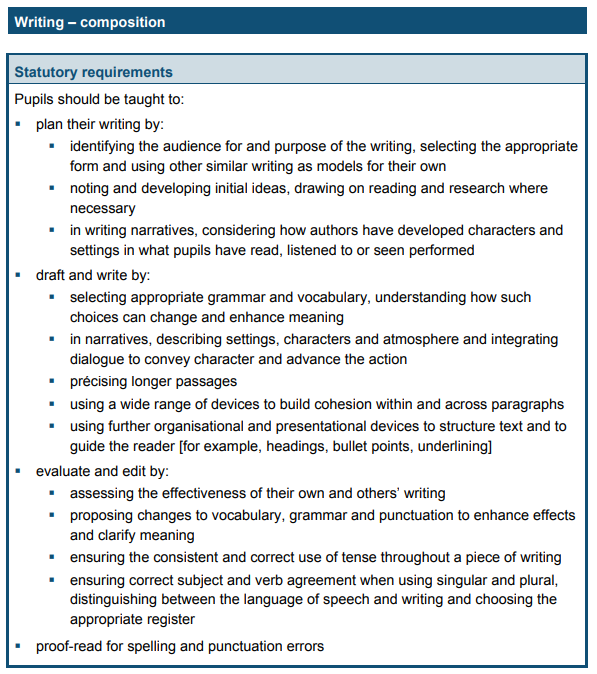
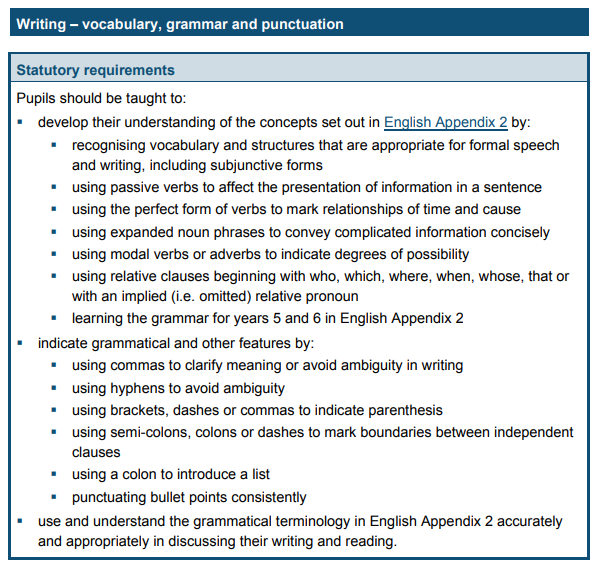
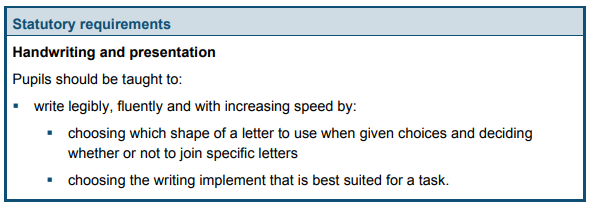
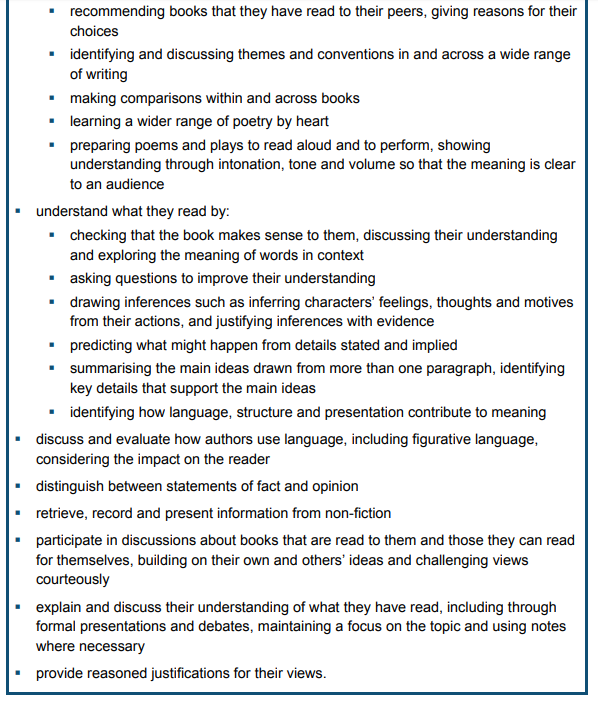
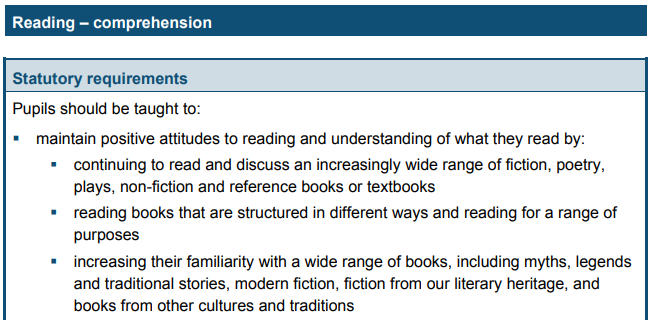
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| **Arley Primary School** | | **Topic: We Shall Never Surrender**  *Medium Term Plan 2021* | **YEAR: 6 Term: Autumn 2** | |
| **ESSENTIAL KNOWLEDGE:**  **This includes:**   * **Understanding when and why World War II took place.** * **Understanding and exploring evacuation and rationing.** * **Understanding key turning points during WWII** * **Explore the sensitive issue of the Holocaust giving a deeper understanding and empathy.** * **Explore the role of the woman during this period.** * **Research Coventry and Arley during WWII** | | **ENGLISH:**  Texts:  The Boy in Striped Pyjamas, Goodnight Mr Tom extracts, Letters to relatives, The Piano animated clip, The Diary of Anne Frank  Word War 2; Armistice Day poetry | **History Targets:**  By the end of this unit children should be able to:   * Use chronology, secure knowledge and understanding British, local and world history, establishing clear narratives within and across the periods they have studied. * Make connections, contrasts and trends over time and develop the appropriate use of historical terms. * Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * Understand how our knowledge of the past is constructed from a range of sources. * Know that people in the past represent events or ideas in a way that may be to persuade others. * Understand and describe in some detail the main changes to an aspect in a period in history; * Identify and note connections, contrasts and trends over time in the everyday lives of people; * Examine causes and results of great events and the impact these had on people; * Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. | |
| **KEY QUESTIONS:**   1. Why did the war begin? 2. Who was Adolf Hitler? 3. When, where and why were children evacuated during World War II? 4. What is rationing and how did the people adapt to deal with reduced product availability? 5. What was the importance and significance of the role of women during the war? 6. What was the Holocaust and what were some of the events that took place? 7. What were the key events that took place during WWII? 8. Can I order the key events of WWII on a timeline including the role of Sir Winston Churchill? 9. What was the war like in our local area? (Blitz- Coventry cathedral- Arley- recounts/photos) | | **Science:**  **Electricity**  • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.  • Use recognised symbols when representing a simple circuit in a diagram   |  | | --- | |  |  |  | | --- | |  | |
| **ICT/Computing:**  Privacy and security. (see scheme)  Bletchley Coding. (Code Workers) | | **Homework/Independent Learning**:  Timetables Rock Stars  Spellings  Reading |
| **ART / D & T**  **Art:** Sculptures inspired by the Holocaust, sketches exploring holocaust drawings and art.  **D and T:** Cooking rationed food/stew. | **MATHS:**  White Rose Y6 | **Music:**  Kapow: Songs of World War 2  Glenn Miller WW2 music; Schindler’s List music. | **VISITS & ENRICHMENT**  The Holocaust Museum (Nottingham – Leo’s Journey for KS2)/ Meeting a Holocaust Survivor  War Museum. |

**Year 5 and 6**

