



## BATTLES THAT HAVE SHAPED OUR WORLD YEAR 6 SUMMER TERM

**As Language Specialists we will** be reading extracts from the contemporary classic war novel *War Horse* by Michael Morpurgo. We will be exploring how war is viewed from a child's perspective by reading John Boyne's *The Boy in the Striped Pyjamas* and Morris Gleitzman's *Once*, which are both set in Germany. We will also be studying the narrative interpretations of Michelle Magorian's *Goodnight Mr Tom*. Other genres of literature will include comparing a first hand account of the impact of war in *The Diary of Anne Frank*, to the fictional accounts that we have studied; as well as appreciating other perspectives of war, like those documented in the war poetry of Wilfred Owen and *The Charge of the Light Brigade* by Alfred Lord Tennyson. We will be further exploring battlefield experiences in history and creating our own poems based on the London Blitz. In our non-fiction genre we will be writing instructions about how to tackle an army assault course and will also be holding class debates about issues surrounding conflict, such as, women's roles, evacuees and the necessity of war.

**As Geographers we will** be examining the location and contribution of the key countries in World War II. Which countries were the Allies and which the Axis? We will also be looking at the impact of the war outside Europe (in Asia, Africa, the Americas and Australia) and where the key battles were won and lost. The evacuation of children across the country will also be of particular interest.

**As Historians we will** be looking at the key battles throughout antiquity including the battle of Kadesh, The battles of Hastings, Waterloo and World Wars I and II. We will explore the leadership roles of key individuals during WW2 and consider the ideas beliefs, attitudes and experiences of civilians living through The Blitz and those of evacuated children in WW2 and how propaganda affected the attitudes and opinions of society.

**As Scientists we will** be building on our knowledge of electricity and constructing circuits, to help us explore what happens when we try different components. We will apply this knowledge in our DT lessons, by making (from scratch) electric powered army tanks. We will also investigate the work and theories of those scientists who changed the way we view the world, despite incredible adversity. The work of Charles Darwin (the evolution of living things and their habitats) will be of particular interest.

**The Big Idea:** "The two most powerful warriors are patience and time" – or so says Leo Tolstoy. In this fascinating topic we will examine how the modern world has been shaped by the conflicts of our past. We will consider struggles for power, the quest for equality, personal battles that have been won and epic battles that have been lost. We will ask ourselves: Are some wars necessary? Are some fights unwinnable? Can we draw inspiration from adversity? Join us as we examine the nature of conflict and explore how some of the greatest battles in history have shaped our world today.

**As Mathematicians we will** be considering how the World War II Code Breakers (such as Alan Turing and his Enigma code breaking machine) were essential to the Allies prevailing over the Nazi war machine. We will also be focusing on developing systematic approaches to solving investigations using our fluent arithmetic knowledge. For this we will need to be fluent and accurate in number facts, times tables, fractions, percentages and decimals. In addition we will be covering the topics: statistics, geometry and ratio.

### Across the curriculum

**As Athletes we will** develop our confidence across a range of track and field events. We will improve our flexibility, strength and control which will improve our overall performance.

**As Theologians we will** consider how faith helps people in times of difficulty and will be asking what is most important to different groups of people, including Humanists and Christians.

**As members of our community we will** explore the notion of family, anxiety, change and transition, relationships and feelings – relating these concepts to our reading texts.

**As Musicians we will** listen and reflect on the great war movie themes of our time, including the *Dam Busters March* by Eric Coates, the *Colonel Bogey March* by Lieutenant FJ Rickets (from the film *The Bridge Over the River Kwai*) and the World War II songs of Vera Lynn, Gracie Fields and Flanagan & Allen. We will also be listening to the wonderful melodies produced by Motown, examining its role in the battle for racial equality

**As speakers of French we will** using geographical language to locate and discuss key battlefield locations in France and Belgium.

**As Artists we will** be studying the war art of Sir William Orpen, Christopher Nevinson, Paul Nash, Henry Moore, Olive Mudie-Cooke and *In the East End, November 1940* by Reginald Mills. Soldier self-portraits will also be created using drawing and collage.

**As Computer Programmers we will** be looking into the history of programmable computers, and how the Enigma Code Breaking machine was created. We will also be experimenting with Microsoft publisher to create our own World War II propaganda posters.

### Knowledge of the World

What roles did women play during both World Wars? We will be exploring the fascinating *Woman's War* photography of Lee Miller.

### The Arts and Sports

From Test Cricket's *The Ashes* to Boxing's *Rumble in the Jungle*, we'll examine the most intense rivalries in sporting history.

### Enquiry

What was it like to live in London during WW2? Our online exploration of archive material will help us to explore this.

### Ambition and Possibilities

"Mankind must put an end to war before war puts an end to mankind" – John F Kennedy. Is humankind capable of eradicating war from our planet?