

## *Year 6: What is the impact of war?*

Children will be able to...

- *Explain why WW2 war started.*
- *Recognise the impact of war on the community of Heswall and Merseyside.*
- *Recall key dates and explain their significance*
- *Recall key facts about rationing and evacuation*
- *Understand the meaning of propaganda and how it can be used rightly or wrongly to change public perception.*
- *Explain how and why the changing role of women was significant to the war effort*
- *Recognize how WW2 has influenced life in the UK today and the moral and practical lessons we can learn from it.*

	<b>SKILLS</b> Children can...	<b>OUTCOME</b> (SME)
<b>ART</b>	<b>Exploring and developing</b> <ul style="list-style-type: none"> <li>Use a full range of design, experimentation, exploration alongside the work of others to develop their own work</li> </ul>	
<b>Creating Blitz pictures</b>	<b>Evaluating</b> <ul style="list-style-type: none"> <li>Make on-going revisions</li> <li>Refine their work, often with several adaptations, to move towards an end point</li> </ul>	
<b>Design a propaganda poster</b>	<b>Control and expertise</b> <ul style="list-style-type: none"> <li>Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others</li> </ul>	
<b>DT</b>	<b>Design and Develop</b> <ul style="list-style-type: none"> <li>Use their knowledge of – eg – science and art when designing</li> <li>Draw scaled diagrams with increasing use of ratio. Calculate the amount of materials needed. Use this to estimate cost</li> </ul> <b>Making</b> <ul style="list-style-type: none"> <li>Make separate elements of a model before combining into the finished the article</li> <li>Produce a simple instruction manual or handbook for their product</li> </ul> <b>Product and Evaluation</b> <ul style="list-style-type: none"> <li>Research products using the internet</li> <li>Evaluate a range of different sources of information such as advertising and handbooks</li> </ul>	
<b>Researching and designing an Anderson Shelter</b>		
<b>Cooking using rations</b>		
<b>ICT</b>	<b>Using ICT</b> <ul style="list-style-type: none"> <li>Add, amend and combine different forms of information in different ways</li> <li>Use a range of concepts and ideas when presenting across different subjects</li> </ul> <b>Making things happen</b> <ul style="list-style-type: none"> <li>Add special effects to work</li> </ul>	
<b>Create a stop motion animation</b>		
<b>HISTORY</b>	<b>Historical Knowledge and awareness</b> <ul style="list-style-type: none"> <li>Describe the main changes in a period of history, from several perceptions – eg political, cultural</li> <li>Begin to understand significance</li> </ul>	
<b>Researching key events .</b>	<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time</li> </ul>	
<b>Features of life on the Homefront</b>	<b>Historical enquiry</b> <ul style="list-style-type: none"> <li>Interpret the past using a range of concepts and ideas</li> <li>Understand the role of opinion and propaganda</li> </ul>	
<b>Study of propaganda posters</b>		