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| ***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.*** | | |
|  | **SKILLS Children can…** | **OUTCOME**  **(SME)** |
| **ART**  **Creating Blitz pictures**  **Design a propaganda poster** | **Exploring and developing**   * Use a full range of design, experimentation, exploration alongside the work of others to develop their own work |  |
| **Evaluating**   * Make on-going revisions * Refine their work, often with several adaptations, to move towards an end point |  |
| **Control and expertise**   * Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others |  |
| **DT**  **Researching and designing an Anderson Shelter**  **Cooking using rations** | **Design and Develop**   * Use their knowledge of – eg – science and art when designing * Draw scaled diagrams with increasing use of ratio. Calculate the amount of materials needed. Use this to estimate cost   **Making**   * Make separate elements of a model before combining into the finished the article * Produce a simple instruction manual or handbook for their product   **Product and Evaluation**   * Research products using the internet * Evaluate a range of different sources of information such as advertising and handbooks |  |
| **ICT**  **Create a stop motion animation** | **Using ICT**   * Add, amend and combine different forms of information in different ways * Use a range of concepts and ideas when presenting across different subjects   **Making things happen**   * Add special effects to work |  |
| **HISTORY**  **Researching key events .**  **Features of life on the Homefront**  **Study of propaganda posters** | **Historical Knowledge and awareness**   * Describe the main changes in a period of history, from several perceptions – eg political, cultural * Begin to understand significance |  |
| **Chronological understanding**   * Note connections, contrasts and trends over time |  |
| **Historical enquiry**   * Interpret the past using a range of concepts and ideas * Understand the role of opinion and propaganda |  |