



Britain in the 20th Century – What changes have we seen?



Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

Year 6

Terms 1 & 2

Big concept: Changes over time, comparison & empathy

Overview:

This enquiry enables learners to learn about the changes that have been seen in Britain in the 20th century, including changes in our own locality. Children will develop as historians by asking questions, researching and drawing conclusions about their discoveries whilst learning about WW2 and the Windrush generation.

Class texts have been chosen to enrich children's learning, encouraging them to make links with their reading and wider curriculum learning. For example, *Carrier's War*, *Friend or Foe* offers opportunities for children to learn about life during WW2. *The Arrival* and *Refugee Boy*, allow children to develop their empathy for people from diverse backgrounds.

As artists, children will explore how they create 3D forms using clay and Modroc to create a Roman banquet. As designers, children will develop their stitching and textiles skills to create Roman bullas. As scientists children will learn about rocks and fossils and how these have formed over time.

Learning links (previous learning):

History: Children will continue to develop their understanding of chronology by comparing the 20th century to time periods learned about before, including the Victorians (Y2), Stone age & Egyptians (Y3), Romans (Y4), Ancient Greeks, Anglo Saxons and Vikings (Y5).

Geography: Children will recap and build upon their locational and place knowledge with a focus on

DT: Children will build upon their textiles skills and stitches learned in Y1

Art: Children will build on their drawing techniques to create perspective drawings.

Celebrating diversity and inspirational People:

Amelia Earhart or Mary Ellis – WW1 pilot
Roy Hackett - Windrush

Launch and Landings	Experiential learning opportunities:
<p>Launch: Identifying significant changes and events seen in the 20th Century.</p> <p>Landing: Showcase assembly of Britain in the 20th Century learning for parents, members of the local community and a representative from English Heritage. Showcase to include overview of writing units, pictures from Bristol wartime walk, DT embroidery patches and a wartime inspired meal to sample.</p>	<p>Michael Gorley (local Historian) – local Bristol walk identifying buildings affected by WW2</p> <p>Interview with local figure from Windrush/Bristol Boycott e.g. Roy Hackett</p> <p>Muller orphanage</p>

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry

History:

As historians we will learn about World War 2 and its impact on Britain, including a local history study.

Historical Knowledge:

- A local history study and a significant turning point in British History (Windrush & Bristol / WW2)

Chronological Awareness:

- Continue to develop chronologically secure knowledge of history time periods studied
- Place current study on time-line in relation to other studies (using key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings)
- Establish clear narratives within and across periods studied
- Know and sequence key events of time studied using relevant dates and terms
- Relate current studies to previous studies make connections and comparisons between different times in history and trends over time

Historical Enquiry:

- Regularly address and sometimes devise historically valid questions
- Understand how knowledge of the past is constructed from a range of sources (including primary and secondary)
- Construct informed responses by selecting and organising relevant historical information from a range of sources
- Select and use evidence to build a picture and communicate this

Key Concepts:

- Identify similarities / differences between ways of life 'now' and 'then'
- Ask and answer questions about why people did things/why events happened and suggest simple explanations
- Make simple observations about different types of people, events, beliefs within a society
- Talk about who was important eg in a simple historical account

Vocabulary: 20th century, WW1, WW2, blitz, home front, make do and mend, evacuate, evacuees, morale, propaganda, Winston Churchill, Adolf Hitler, allies, axis powers, Windrush generation, emigrate, immigrant, immigration,

Vocabulary related to subjects studied in 20th century Bristol

DT – Materials (textiles)

As Designers and Engineers we will embroider patches and create a wartime meal.

Research, design, make, evaluate and refine – We will:

- Research- Undertake research to inform design process.
- Design- Justify their decisions about materials and methods of construction. Use knowledge of inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products to create their own innovative designs.
- Make- Cut materials with precision. Cut accurately and safely to a marked line. Join/combine materials with temporary, fixed or moving joints.
- Evaluate- Consider the views of others when evaluating their own work. Make suggestions on how their design/product could be improved. Analyse cost of a product.
- Refine- Ensure products have a high quality finish, using art skills where appropriate.

Vocabulary: research, prototype, opinion, quality, justify, suggestion, improvement, analyse, innovate; cut, material, precision, accurate, safely, marked, join/combine, temporary/fixed/moving joints; knowledge, developed, ground-breaking, products, create, innovative, design.

Cooking and nutrition:

- Combine ingredients appropriately e.g. beating or rubbing.
- Measure ingredients to the nearest gram and millilitre and calculate ratios of ingredients to scale up or down from a recipe.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed
- Create and refine recipes, including ingredients, methods, cooking times and temperatures.
- Follow procedures for safety & hygiene.

Vocabulary: Combine, measure, ratio, seasonality, variety, refine, hygiene, procedure

Geography

As Geographers we will:

- Locate counties of the UK
- I can locate the main countries and major cities of Europe (Lower KS2).

Locational Knowledge:

- I can name and locate one county and city of the UK.
- I can identify and describe four major climate zones (e.g. tropical, dry, temperate, cold, and polar).
- I can explain how time zones work using the words including Prime/Greenwich Meridian.

Vocabulary: United Kingdom, England, London, Bristol, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, climate zones, tropical, sub-tropical, temperate, polar, arid, mediterranean, dry-temperate, cold-temperate, mountains, tundra, time zone, Prime/Greenwich Meridian Time (GMT), local time

Place Knowledge:

- I can describe the geographical similarities and differences of a region of the UK (Children describe the geographical similarities and differences between England and the Caribbean).

Vocabulary: human feature, physical feature, region, settlement, migration, immigration, community, population, government, democracy, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, landform, ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, equator, northern hemisphere, southern hemisphere, climate, tropical, sub-tropical, temperate, polar, arid, mediterranean, dry-temperate, cold-temperate, mountains, tundra vegetation, biome, aquatic, desert, forests, rainforest, forest, woodland, grasslands, tundra

Geographical Skills & Field work:

- I can use a range of different maps to make inferences about the natural resources, economic trade and trade links.
- I can use a scale to calculate the distance on a map.
- I can use 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps).
- I can use 8 compass points to navigate to a location.
- I can use a map to trace a route (Windrush route).

Vocabulary: arial map, ordinance survey maps, google map, political map, topographic map, physical map, economic/ resource map, scale, key, symbols, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), six figure grid reference, grid box, eastings, northings, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (kms)

History: Art – Textiles/ Collage

As Artists we will **create perspective drawings.**

We will create sketchbooks to record their observations and use them to review and revisit ideas.

Children can:

- review and revisit ideas in their sketchbooks;
- offer feedback using technical vocabulary;
- think critically about their art and design work;
- use digital technology as sources for developing ideas;
- use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

To improve their mastery of art and design techniques with a range of materials – textiles.

Children can:

- experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
- add decoration to create effect;

use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

Embed LKS2 (portrait, hatching/cross-hatching, stippling, perspective, foreground & background, light, dark, tone, shadow, line, pattern, texture, form, shape, outline, smudge, blend, mark, hard, soft, heavy and mural) fresco, graffiti)

Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<p>Class texts: Thieves of Ostia, The Orchard Book of Roman Myths, Escape Pompeii, Pompeii News Report, Avoid Being a Roman Soldier.</p> <p>Text Types: Myths & legends, fantasy narratives, non-chronological reports, setting/character descriptions, newspapers.</p> <p>As writers: What was it like being a soldier during WW2? (Beyond the Lines Animation – first person narrative) What was it like being an evacuee during WW2? (Linked to Carrie’s War – informal letter) How can we write instructions for our embroidery patches?</p> <p>Cross curricular writing in LOE books: DT – write instructions to embroider.</p>	<ul style="list-style-type: none"> • Re-visit the four operations using our knowledge of structures (part-whole model and bar model). • Build on our place value knowledge to understand numbers to 10,000,000. • Build on our multiplication and division to calculate with larger numbers. • Calculate area, perimeters, position and direction.

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music
<p>As fit and healthy citizens we will develop skills in: Volleyball and Health & Fitness (Term 1); Netball and Gymnastics (Term 2).</p>	<p>As Musicians we will develop our musical skills and knowledge through Beacon Bristol music scheme: - Unit 4 Samba & Singing</p>
Computing	PSHE
<p>In computing we will develop skills through Teach Computing scheme:</p> <ul style="list-style-type: none"> • Internet communication (T1) • 3D modelling (T2) 	<p>As fit and healthy citizens we will develop our knowledge through SCARF scheme unit: Me and My Relationships.</p>
RE	Science (taught through PPA):
<p>As philosophers we will explore the question: RE Enquiry: Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Christianity and Islam</i></p>	<p><u>Working Scientifically</u> Electricity – Term 1 Living things and their habitats – Term 2</p>