



Britain in the 20th Century – What changes have been 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, ‘When the Sky Falls’ offers opportunities for children to learn about life during WW2. The Arrival by Shaun Tan allows children to develop their empathy for people from diverse backgrounds.

As artists, children will explore how to draw perspective drawings. As designers, children will develop their stitching and textiles skills to create embroider patches. As scientists children will learn about electricity and living things and their habitats.

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 and Mayans (Y4), Ancient Greeks, Anglo Saxons and Vikings (Y5).

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

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:

Lilian Bader- First Black woman to join RAF

Roy Hackett - Windrush

Roger Griffith - Historian

Launch and Landings	Experiential learning opportunities:
<p>Launch: Exploring a WWII suitcase and inferring what the items tell us about life during that time period. Identifying significant changes and events seen in the 20th Century.</p> <p>Landing: Showcase of Britain in the 20th Century learning for parents and carers. Showcase to include overview of writing units, pictures from Bristol wartime walk and DT embroidery patches.</p> <p>Launch: History Mystery – WWII Suitcase</p> <p>Mini-landing: Evacuee day and Caribbean festival</p> <p>Landing: Creating presentations.</p> <p>Showcase to Parents/Carers: Presentation to parents.</p>	<p>Michael Gorely school visit 8th October</p> <p>Michael Gorely (local Historian) – bunker visit and local Bristol walk identifying buildings affected by WW2. 11th October</p> <p>Evacuee Experience Day 14th October</p> <p>Visit from local historian, Roger Griffith, to discuss history of the Windrush Generation and their impact on Bristol.</p> <p>Caribbean Festival TBC</p>
Enquiry Challenge	Cross-Curricular Writing Opportunities
<p>Term 1- Challenge 1: What was it like to be an evacuee child during WWII? Cross-curricular writing?</p> <p>Term 1- Challenge 2: How did people ‘make-do-and-mend’ during WWII?</p> <p>Term 2 - Challenge 3: What influence has Caribbean culture had on Britain?</p> <p>Term 2 - Challenge 4: What lessons can Britain learn from its past?</p>	<p>Term 1: Evacuee letter</p> <p>Term 2: Non-chronological report on how Britain has changed during the 20th century</p>

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

History:	DT – Materials (textiles)
<p>As historians we will learn about World War 2 and its impact on Britain, including a local history study.</p> <p><u>Historical Knowledge:</u></p> <ul style="list-style-type: none"> • A local history study and a significant turning point in British History (Windrush & Bristol / WW2) <p><u>Chronological Awareness:</u></p> <ul style="list-style-type: none"> • Demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world • Show a chronically secure knowledge and understanding of local, national and global history. • Tell the story of events within and across the time periods I have studied. • Identify specific changes within and across different periods over a long arc of development. • Describe connections, contrasts and trends over short and longer time periods. <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> • To think critically, weigh evidence, sift arguments, and develop perspective and judgement. • Explain that the past can be represented or interpreted in many different ways. • Aware of different views about people and events studied and can give some reasons why different versions of the past exist. • Evaluate and carefully select from a range of historical sources to find relevant historical information. • Consider different viewpoints or think about bias or anachronism. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims. 	<p>As Designers and Engineers we will embroider patches and create a wartime meal.</p> <p><u>Research, design, make, evaluate and refine – We will:</u></p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p><u>Cooking and nutrition:</u></p> <ul style="list-style-type: none"> • 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.

- Answer and devise my own historically valid questions.
- Evaluate a range of historical sources.
- Make perceptive deductions about the reliability of sources.
- Know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.

Historical Communication

- Create my own structured accounts, including written narratives and analyses.
- Construct informed responses by thoughtfully selecting and organising of relevant historical information.
- Use key historical terms accurately e.g. century, decade.

Historical Concepts:

- Show **an understanding of cause & consequence, continuity & change, similarity, difference and significance in my discussions and work.**
- Devise questions about change, cause and consequence, similarity, difference and significance of people or events in a wider context
- Understand the complexity of people's lives in the past and how some societies are very different due to **changes** or challenges at the time.
- Discuss trends/**continuity** over time.
- See the relationship between different periods and the legacy/**significance** or impacts for me and my identity.
- Explain reasons why particular aspects of a historical event, development, society or person were of particular **significance**.
- Compare **similarities, differences and changes** within and across some topics, in terms of importance, progress or the type and nature of the change
- Explain the role and significance of different **causes and effects** of a range of events and developments.

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

<p>Historical Threads Society – rationing, make do and mend, Caribbean culture Achievement – Victory in Europe Day, rebuilding Britain Government – Axis and Allies, Diversity – impact of war on men, women, children and those from different countries. Windrush experience.</p> <p>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,</p> <p>Vocabulary related to subjects studied in 20th century Bristol</p>	
Geography	History: Art – Textiles/ Collage
<p>As Geographers we will:</p> <ul style="list-style-type: none"> ➤ Locate counties of the UK ➤ I can locate the main countries and major cities of Europe (Lower KS2). <p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> • 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. <p>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</p> <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> • 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). <p>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,</p>	<p>As Artists we will create perspective drawings.</p> <p>LOE: Bristol in the 20th Century – What changes have been seen?</p> <p>Formal Elements of Art: line, tone Art and Design Skills: Drawing</p> <p>Can I understand and apply new drawing techniques? E.g. negative drawing, chiaroscuro, expression, sketching and still life.</p> <p>During this unit of learning, children will:</p> <ul style="list-style-type: none"> • Generating ideas through sketchbooks <p>Can I use my sketchbook to make personal investigations and record observations? Can I record experiments with media and try out new techniques and processes in sketchbooks?</p> <ul style="list-style-type: none"> • Discuss landscape paintings with an element of perspective • Explore the lines of perspective in a photograph or piece of art • Draw using lines of perspective

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)

- Analyse the drawing skills used in a piece of art

Line: Can I demonstrate my knowledge and understanding of using line when drawing portraits? Can I demonstrate my skill and control? Can I study and apply the techniques of other artists?

- Experiment with line, tone, shade, light & dark in a perspective drawing

Tone: Can I show an increased awareness of using tone to describe light and shade, contrast, highlight and shadow?

Final piece:

Can I develop personal, imaginative responses to a theme?

Can I express ideas about art through messages, graphics, text and images?

- Landscape / perspective drawing of an area of Bristol.

Evaluation

- Can I use the language of art with greater sophistication when discussing my own and others art?
- Can I give reasoned evaluations of my own and others work which takes account of context and intention?

Key Artist: Healy and Burke

End piece – plan and create perspective drawing using a variety of drawing skills

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: When the Sky Falls by Phil Earle and the Arrival by Shaun Tan</p> <p>As Writers: Portal narrative, recount, finding narrative and persuasion text.</p> <p>Cross curricular writing in LOE books: DT – evacuee letter. Non chronological report – changes in the 20th century.</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. • Apply our knowledge of the four operations to calculate fractions. • Calculate measurement with the focus on converting units.

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music (taught through music assemblies and PPA)
<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:</p> <ul style="list-style-type: none"> - Water Composition
Computing	PSHE
<p>In computing we will develop skills through Teach Computing scheme:</p> <ul style="list-style-type: none"> • Online Safety (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 (taught through PPA)	Science:
<p>As philosophers we will explore the question: What is the best way for a Muslim to show commitment to God? <i>Christianity and Islam</i></p>	<p><u>Working Scientifically</u> Electricity – Term 1 Living things and their habitats – Term 2</p>