

Legrave Primary School

'Striving for Excellence, Learning for Life.'



Year 6 Curriculum Organiser
Autumn Theme: A Child's War

English - Narrative - Warning Story

Reading Knowledge and Skills

Information retrieval

- Can retrieve, record and present information from non-fiction

Main idea and Supporting idea

- Know the main point in a paragraph
- Know what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Can sort the information in these paragraphs.
- Do any of them deal with the same information?
- Can make a table/chart to show the information in these paragraphs.
- Know which is the most important point in a paragraph
- Know how many times it is mentioned

SPaG Knowledge and Skills

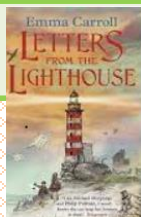
- Use nouns (proper, pronouns; relative pronouns; possessive pronouns, common etc)
- Use subject, verb, object in a sentence
- Can use determiners, verbs, active and passive voice

Writing Knowledge and Skills

- Summarise events in a paragraph
- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Use fronted adverbials for cohesion in paragraphs time, place, exception, cause/effect, clarification, contrast and addition/emphasis
- Use dialogue to convey character's thoughts and feelings
- Use dialogue to advance the action
- Use single clause sentences for effect
- Use a relative clause, accurately punctuated.
- Use fronted adverbials for cohesion in paragraphs.

Class Reader:

Letters From The Lighthouse



Year 6 Basic Skills Coverage Autumn One

English - Letter & Diary Writing –Walter Tull

Reading Knowledge and Skills

Compare and Contrast: making comparisons within and across books

Using Contextual Clues: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Summarising: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

SPaG Knowledge and Skills Can use:

- Verbs including modal verbs
- Subordination
- Tense: Perfect and progressive, Simple past
- Clauses - ncluding how to punctuate clauses

Writing Knowledge and Skills Can use:

- Formal and informal language including contractions
- Range of clause structures
- Emotive language for effect
- Accurate use of pronouns
- Accurate use of tense

Maths:

- Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimals places
- Multiply one digit numbers with up to 2 decimal places by whole numbers
- Use written division methods in cases where the answer has up to 2 decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.
- Use simple formulae
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns.

$$362 \div 7 =$$

$$\begin{array}{r} 51 \text{ r}5 \\ 7 \overline{) 362} \end{array}$$

$$362 \div 7 = 51 \text{ r}5$$



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Personal, Social, Health and Relationship Education:

Being me in the world

- Explain how my choices can have an impact on people in my immediate community and globally.
- Empathise with others in my community and globally and explain how this can influence the choices I make.

Celebrating differences

- Explain ways in which difference can be a source of conflict or a cause for celebration.
- Show empathy with people in situations where their difference is a source of conflict or a cause for celebration

Being Safe Including Online

Recognise and manage 'dares'.

- Know a dare is a request from another to carry out an act that feels uncomfortable, shameful or against the law.
- Know everyone has the right to refuse to carry out any act that can be harmful to physical, emotional and mental well-being.

Explain where the pressure to behave in unacceptable, unhealthy or risky ways can come from and how to withstand that pressure.

- Know pressure to behave in unacceptable, unhealthy or risky ways can come from various sources, such as friends, family and social media.
- Know there are strategies to resist pressure, such as saying no, keeping eye contact, using mobile phones responsibly and walking away.

Home Learning Focus

Tuesday – Maths homework

Friday – Reading and SPaG (alternate)

Weekly Spellings

Whole School Values Focus RESPECT

English Unit 4: Walter Tull Continued

Reading Knowledge and Skills

- Make comparisons within the text: Similarities and differences
- Give/ explain the meaning of words in context: using clues

SPaG Knowledge and Skills Can use:

- Use conjunctions & Prepositions
- Can use sentences types: Questions, Commands, Statements, Exclamations
- Apostrophes: Possession and omission

Writing Knowledge and Skills Can use:

Letter writing and diary entries

- Formal and informal language including contractions
- Range of clause structures
- Emotive language for effect
- Accurate use of pronouns
- Accurate use of tense

Handwriting

- Self-assessment, colon, evaluate handwriting, check the joins, consistency of size, letters resting on baseline, ascenders and descenders, consistency of size of capital letters and ascenders

English Unit 5: Goodbye Planet Earth

Reading Knowledge and Skills

- Identify/ explain how meaning is enhanced through choice of words and phrases-: Word meaning
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Consolidation and addressing misconceptions from mock tests

SPaG Knowledge and Skills

- Punctuation: Punctuation clauses- subordinate and main
- Tenses: Perfect tense revisited
- Clauses: :Relative clauses and their punctuation

Writing Knowledge and Skills

- Subheadings to organise ideas
- Use topic sentences to introduce paragraph's content
- Use hyphenation to create expanded noun phrases
- Include formal vocabulary, appropriate for the audience and purpose
- Use passive voice
- Use semi colons and colons to separate independent clauses
- Use dashes to mark an afterthought and hyphens to avoid ambiguity

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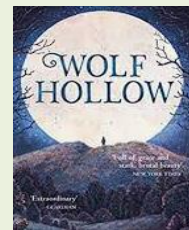


Year 6 Basic Skills Autumn Two

Maths:

- Enumerate possibilities of combinations of two variables.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Use read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa using decimal notation up to 3dp
- Convert between miles and kilometres
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Recognise when it is possible to use formulae for area and volume of shapes
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³)
- Solve problems involving the relative sizes two quantities where missing values can be found by using integer multiplication facts and division facts.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Class Reader **Wolf Hollow**



Personal, Social, Health and Relationship Education:

Internet Safety & Harms

Talking Safely Online: Students will be able to ...

- Compare and contrast online-only friends and in-person, face to-face pals.
- Analyze why private information should not be given to anyone online without the permission of a trusted adult.
- Debate how to respond if an online-only friend asks them personal questions.

Privacy rules: Students will be able to ...

- Learn which private information should not be shared
- Understand which kinds of websites have privacy policies, and why.
- Practice checking websites they visit for privacy policies and privacy seals of approvals.

Power Of Words: Students will be able to ...

- Empathize with those who have received mean and hurtful messages.
- Judge what it means to cross the line from harmless to harmful communication online.
- Generate solutions for dealing with cyberbullying.

Advertising Detectives: Students will be able to ...

- Identify different kinds of advertisements on websites.
- Understand that the purpose of online advertising is to make people want to buy products.
- Learn that websites try to make visitors want to hang out there so they can see more adverts.
- Understand that online adverts often target them.

Music

Knowledge and Skills

- Listen with attention to detail and recall sounds with increasing aural memory.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Autumn 2: Peripatetic teacher – Ukelele

Specific skills and techniques will be taught for playing the ukulele both individually and as part of an ensemble for performances, they will be given skills for following a conductor, singing as part of an ensemble and will be developing their aural skills.



Year 6 A Child's War Autumn Term

Enrichment Opportunities

Wow Entry: RAF trip including air raid experience
Visits and Visitors: RAF, War veterans

History and Geography: WWII

Describe and explain the significance of a leader or monarch.

- Know that leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies

Debate the significance of a historical person, event, discovery or invention in British history.

- Know that significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.
- Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Describe key aspects of human geography including: types of settlement and land use, economic activity including trade links

N.B Also cross reference intent for We Will Remember Project Week

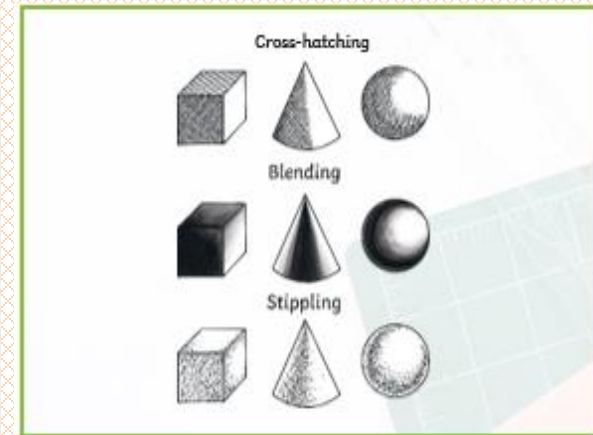
Art and Design: Blitz artwork and Walter portraits

Use a variety of media to represent light, shade, form and pattern and texture in a range of drawing work.

- Look at the direction of light in a piece of artwork and add shade, form, pattern and texture using techniques studied previously such as, hatching, cross-hatching, stippling, different softness / hardness of pencil and different pressure. Use pencil, graphite and charcoal to explore.

Create abstract forms choosing appropriate materials and forms, demonstrating the awareness and influence of a specific art genre.

- Know that abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect <http://64.130.23.120/abstract-sculpture.htm>
- Know that angular, sharp lines can create forms which represent more negative emotions and rounded, softer edges more positive.



The Allies and the Axis Powers

Here are some of the leaders from each side.

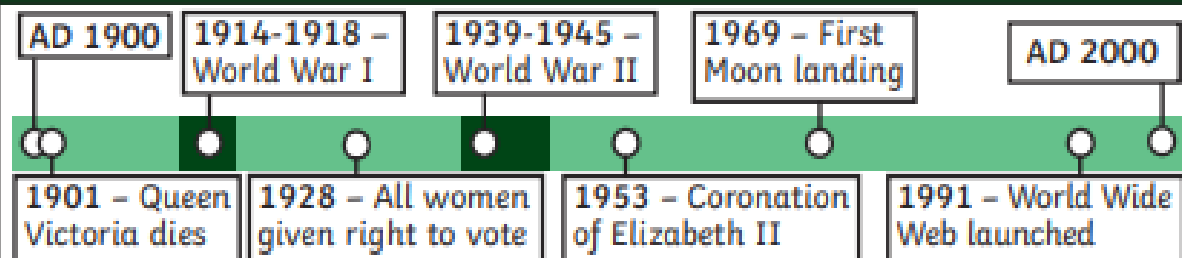
The Allies	The Axis Powers
 Neville Chamberlain	 Adolf Hitler
 Winston Churchill	 Benito Mussolini
 Franklin Delano Roosevelt	 Tadeki Tojo
 Joseph Stalin	



Key Events

1939	1 st September	German troops invade Poland.
	3 rd September	Britain and France declare war on Germany.
1940	10 th May	The Battle of France begins.
	26 th May	Allied forces are evacuated from Dunkirk in France.
	10 th July	The Battle of Britain begins.
	7 th September	The Blitz begins.
1941	22 nd June	Germany invades the USSR (Soviet Union).
	7 th December	Japan bombs Pearl Harbor in the US.
1943	16 th and 17 th May	The Dambusters bombing raid is carried out.
1944	6 th June	The D-Day landings.
1945	7 th May	Germany surrenders to the Allies.
	6 th and 9 th August	The US drops atomic bombs on two cities in Japan.

Timeline



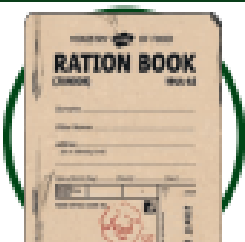
Evacuation

During World War II, over 3.5 million children, along with some of their teachers and helpers, mothers with very young children, pregnant women and people with disabilities, were evacuated from the cities to the countryside, where it was believed they would be safer from bombing. All evacuees had to take their gas mask, ration book and identity card. When they reached their destination, a billeting officer would arrange a host family for them.

Evacuation happened in waves, beginning on 1st September 1939. Other waves occurred at the start of the Battle of Britain and at the start of the Blitz.

Rationing

Supply ships were targeted by German bombers and it was necessary to conserve as much food as possible. Rationing meant that each person was only



A ration book

allowed a fixed amount of foods. Ration books were issued, with coupons that showed people how much of each item they were allowed. Shopkeepers would remove or stamp the coupons when they were used. People were also encouraged to 'Dig for Victory' and grow as much of their own food as possible.

Petrol, soap, clothing and timber were also in short supply. Clothing ration books were issued and people were encouraged to 'make do and mend'.

Key Vocabulary

Allies	The United Kingdom, France and Poland, later joined by other countries, including the USSR (Soviet Union), the United States of America and China.
Axis	The Axis Powers were originally Germany, Japan and Italy. Other countries joined them later.
Nazi party	A German political party with racist and anti-Jewish ideas, led by Adolf Hitler.
atomic bomb	A very high-energy bomb made of radioactive material.
annex	To take another country's land and make it part of your country.
Czechoslovakia	A European country. Now two countries: the Czech Republic and Slovakia.
propaganda	Information designed to promote a political idea or opinion.
active service	Taking part in a military operation as part of the armed forces.

How Did World War II Start?

The leader of Germany, Adolf Hitler, had plans to take over other countries. In March 1938, Germany invaded and **annexed** Austria, which made other countries worried. On 29th September 1938, British, French, German and Italian leaders signed a treaty called the Munich Agreement. This allowed Hitler to **annex** the Sudetenland (an area of **Czechoslovakia**) if he agreed not to invade anywhere else. However, in August 1939, Hitler broke the agreement and invaded the rest of **Czechoslovakia**, followed by Poland on 1st September. Britain, France and Poland had made a pact to support each other, so Britain and France declared war on Germany.

The Role of Women

Before the war, most women stayed at home and didn't go out to work. Those who did work were paid less than men and were generally restricted to 'women's jobs', such as nursing or working as a shop assistant. However, when men were called up for **active service**, women were needed to do jobs such as making weapons, driving buses and trains or working in engineering or shipbuilding. Some joined the armed forces themselves.

After the war, many women lost their jobs. However, their experiences led them to campaign for equal working rights and pay so that they could carry on leading more independent lives.

The Holocaust

The Holocaust is the term for the killing of over six million Jewish people before and during World War II, organised by Adolf Hitler and the **Nazi party**. Even before the war, they wanted to blame the Jews for the problems in Germany and used **propaganda** to promote widespread public hatred of them. Jewish people were openly bullied, persecuted, abused and discriminated against.

Many Jews were sent to concentration camps where they were forced to work like slaves. Many died through infection, starvation or exhaustion. Others were sent to death camps where they were killed in gas chambers. This form of mass killing is called genocide.

Design and Technology: Vegan Cottage

Pie

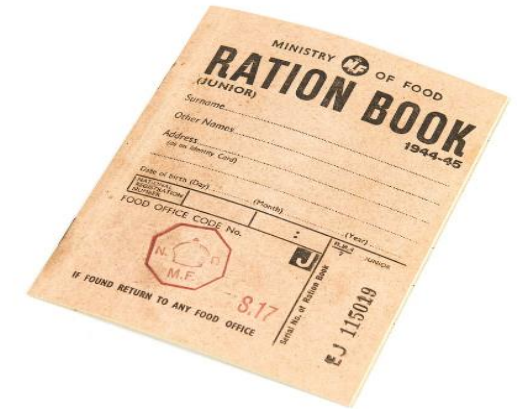
Cooking and Nutrition:

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Skills

Use appropriate tools and equipment, weighing and measuring with scales

Plan how they can have a healthy / affordable diet



Modern Foreign Languages

- Follow a French story and join in reading
- Recognise nouns and verbs in French
- Compare traditional stories
- Understand simple rules for converting singular to plural
- Present a rhyme
- Know about pets that are popular in France
- Follow a text as it is read aloud
- Write simple sentences
- Read some words with accurate pronunciation
- Know about some Easter traditions
- Identify specific items of vocabulary in a longer text

Physical Education

Fitness, Football, Volleyball and Basketball

- Develop flexibility, strength and technique
- Use running, jumping, throwing and catching in combination
- Play competitive games and apply basic principle for attacking and defending

Key skills taught

- Agility, balance, co-ordination, speed, stamina, strength, dribble, pass, receive, track, tackle, throw, catch, jump, set, dig, serve, rally, run, jump, throw, catch, dribble, shoot



Computing

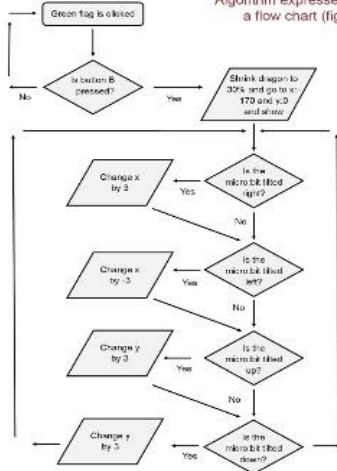
- Understand the term 'algorithm' as a pathway
- Know the difference between a linear algorithm pathway and a random algorithm pathway
- Understand the term binary search algorithm
- Understand that computer science is often less about making faster computers than it is about finding faster ways to solve the same problem
- Understand what a flow chart is
- Understand what a pseudocode is
- Know that a 'bug' is an error in an algorithm
- Know what the algorithm for a quick sort is
- Know what a prime and composite numbers are
- Know what composite means
- Know what a modulo is
- Understand common factors and HCF

Algorithm

Algorithm required for micro:bit tilt function (fig 1.1)

When the broadcast play is received
Set the size of the dragon to 30%
Make the dragon move to the location x:-170 y:0
Show the dragon so that the player can now see him on the screen
If the player tilts the micro:bit to the right, change the dragons x position by 3
If the player tilts the micro:bit to the left, change the dragons x position by -3
If the player tilts the micro:bit to up, change the dragons y position by 3
If the player tilts the micro:bit to down, change the dragons y position by -3
Repeat this process

Algorithm expressed as a flow chart (fig 1.2)



Scratch code (fig 1.3)



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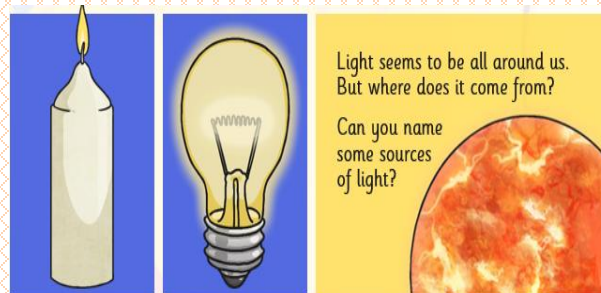
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Year 6 Subject Focus: Autumn Term

Music: Remembrance assembly

- Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary.
- Genres are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. Words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.
- Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener. A motif in music is a short musical idea that is repeated and developed throughout a piece.



Religious Education

What does it mean for Christians to believe that God is holy and loving?

Make sense of belief:

Identify some different types of biblical texts using technical terms accurately.

Explain connections between biblical texts and Christian ideas of God using theological terms

Understand the Impact:

Make clear connections between bible texts studies and what Christians believe about God, for example through how Cathedrals are designed

Show how Christians put their beliefs into practice in worship

Make connections:

Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

Science: Light

- Recognise that light appears to travel in straight lines
- Know light travels in straight lines
- Know light travels very quickly (186, 282 miles per second)
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Know light travels from a light source to the through the pupil and onto the retina, which enables us to see.
- Know light bounces off objects and then goes into our eyes, which enables us to see them.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- Know shadows are formed when light is blocked by an opaque object
- Know the closer the light source is to the object the bigger the shadow
- Know the further away the light source is from the object the smaller the shadow

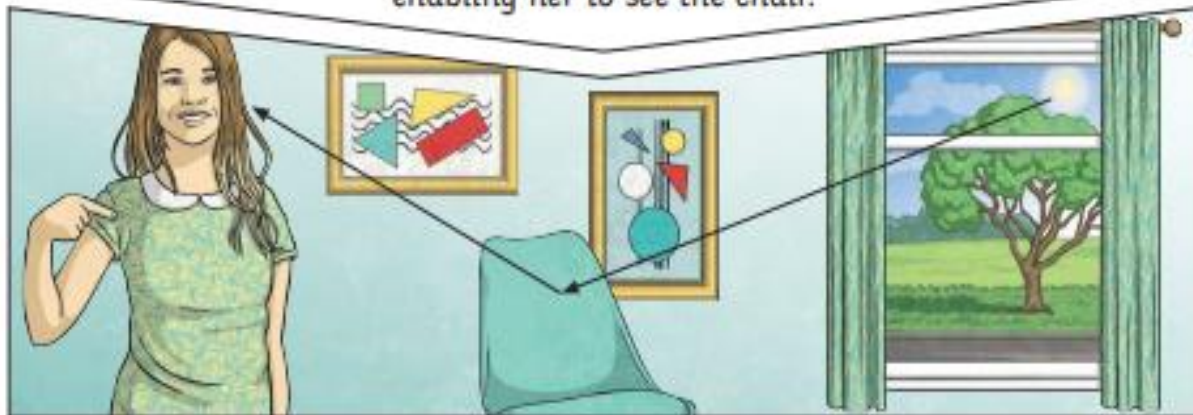
Key Vocabulary

light	A form of energy that travels in a wave from a source.
light source	An object that makes its own light .
reflection	Reflection is when light bounces off a surface, changing the direction of a ray of light .
incident ray	A ray of light that hits a surface.
reflected ray	A ray of light that has bounced back after hitting a surface.
the law of reflection	The law states that the angle of the incident ray is equal to the angle of the reflected ray .

Key Knowledge

We need **light** to be able to see things. **Light** waves travel out from sources of **light** in straight lines. These lines are often called rays or beams of **light**.

Light from the sun travels in a straight line and hits the chair. The **light** ray is then **reflected** off the chair and travels in a straight line to the girl's eye, enabling her to see the chair.



The law of reflection states that the angle of **incidence** is equal to the angle of **reflection**. Whenever **light** is **reflected** from a surface, it obeys this law.

The angle of **reflection** is the angle between the normal line and the **reflected ray** of **light**.

The angle of **incidence** is the angle between the normal line and the **incident ray** of **light**.

angle of **reflection**

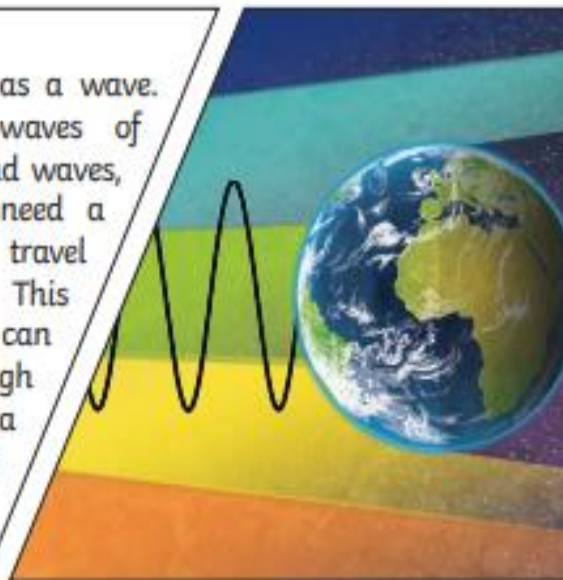
reflected ray

normal line

incident ray

angle of **incidence**

Light travels as a wave. But unlike waves of water or sound waves, it does not need a medium to travel through. This means **light** can travel through a vacuum - a completely airless space.



Key Vocabulary

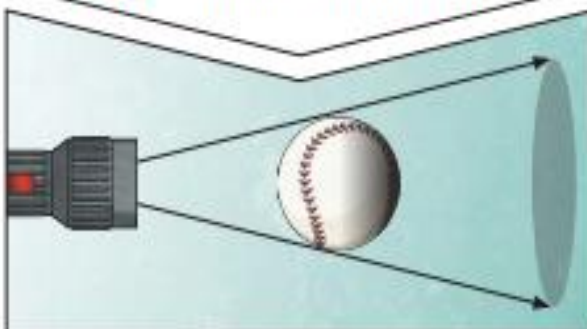
refraction	This is when light bends as it passes from one medium to another. E.g. Light bends when it moves from air into water.
visible spectrum	Light that is visible to the human eye. It is made up of a colour spectrum .
prism	A prism is a solid 3D shape with flat sides. The two ends are an equal shape and size. A transparent prism separates out visible light into all the colours of the spectrum .
shadow	An area of darkness where light has been blocked.
transparent	Describes objects that let light travel through them easily, meaning you can see through the object.
translucent	Describes objects that things let some light through, but scatters the light so we can't see through them properly.
opaque	Describes objects that do not let any light pass through them.

Key Knowledge

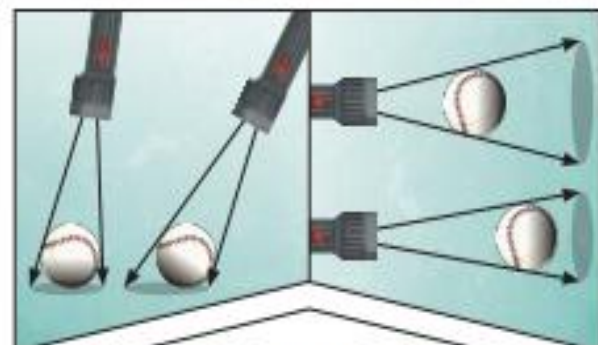


The spoon in this water looks as if it is bent. This is because **light** bends when it moves from air to water. When **light** bends in this way, it is called **refraction**.

A **shadow** is always the same shape as the object that casts it. This is because when an **opaque** object is in the path of **light** travelling from a **light source**, it will block the **light** rays that hit it, while the rest of the **light** can continue travelling.



Isaac Newton shone a **light** through a transparent **prism**, separating out **light** into the colours of the rainbow (red, orange, yellow, green, blue, indigo and violet) - the colours of the **spectrum**. All the colours together merge and make visible **light**.

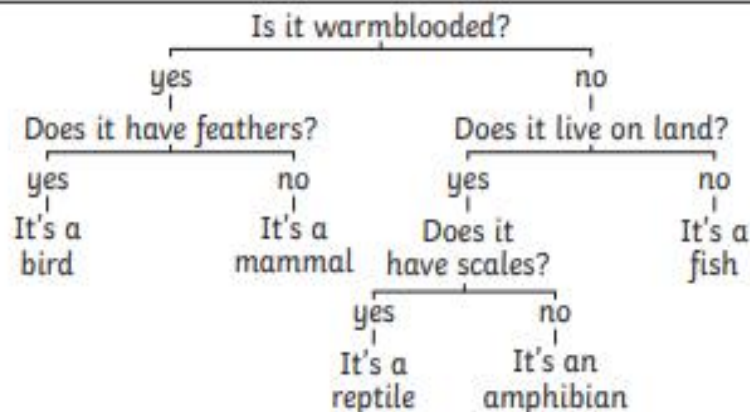


Shadows can also be elongated or shortened depending on the angle of the **light source**. A **shadow** is also larger when the object is closer to the **light source**. This is because it blocks more of the **light**.

Key Vocabulary

characteristics	Special qualities or appearances that make an individual or group of things different to others.
classify	To sort things into different groups.
taxonomist	A scientist who classifies different living things into categories.
key	A key is a series of questions about the characteristics of living things. A key is used to identify a living thing or decide which group it belongs to by answering 'yes' or 'no' questions.

Scientists, called Taxonomists, sort and group living things according to their similarities and differences.



Classification

In 1735, Swedish Scientist Carl Linnaeus first published a system for **classifying** all living things. An adapted version of this system is still used today: The Linnaeus System.

Living things can be **classified** by these eight levels. The number of living things in each level gets smaller until the one animal is left in its species level. This is how a dog would be classified.



Domain: Eukarya

jackal, clownfish, cat, dog, ladybird, daisy, rabbit, fox

Kingdom: Animals

jackal, clownfish, cat, dog, ladybird, rabbit, fox

Phylum: Chordata

jackal, clownfish, cat, dog, rabbit, fox

Class: Mammals

jackal, cat, dog, rabbit, fox

Order: Carnivore

jackal, cat, dog, fox

Family: Canidae

jackal, dog, fox

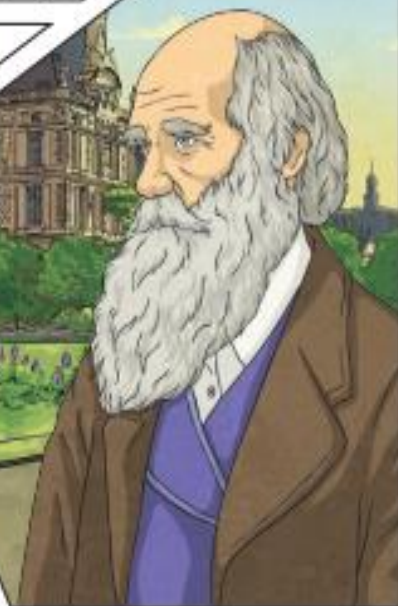
Genus: Canis

jackal, dog

Species: Lupus

dog

Each group allows scientists to observe and understand the **characteristics** of living things more clearly. They group similar things together then split the groups again and again based on their differences.



Key Vocabulary

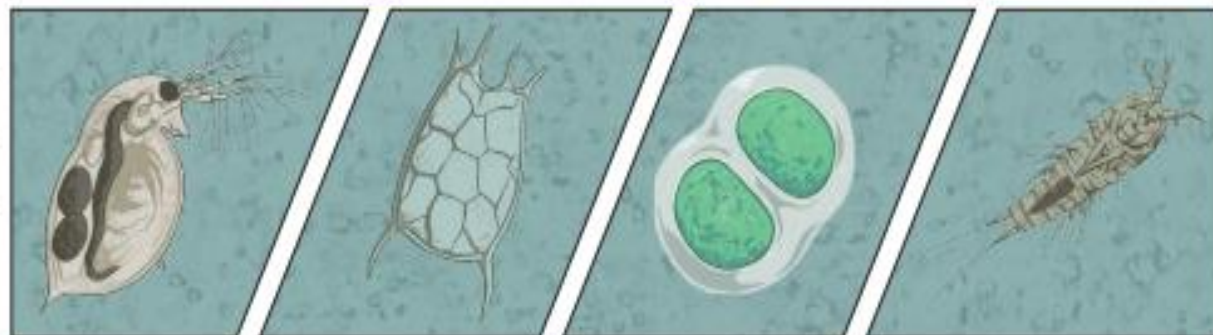
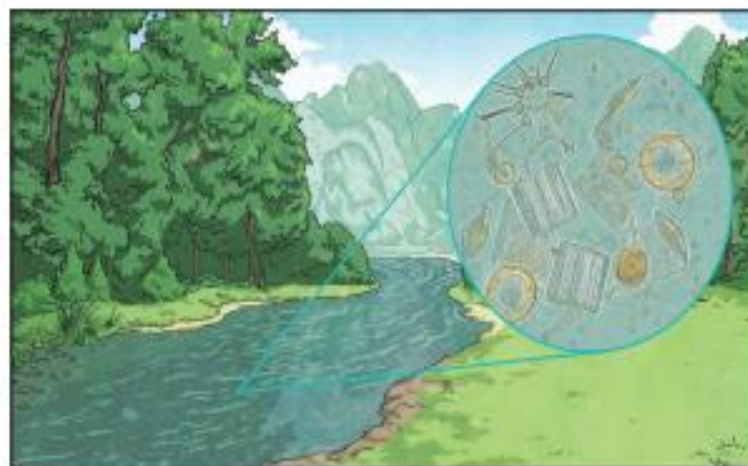
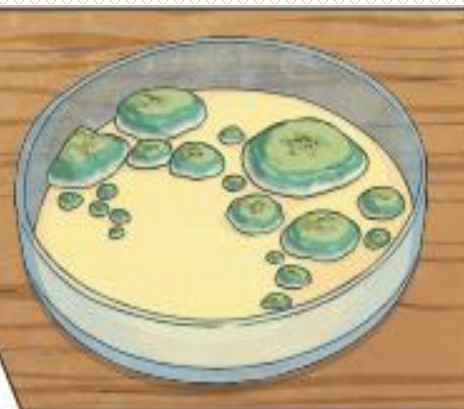
bacteria	A single-celled microorganism .
microorganism	An organism that can only be seen using a microscope , e.g. bacteria , mould and yeast.
microscope	A piece of equipment that is used to view very tiny (microscopic) things by magnifying their appearance.
species	A group of animals that can reproduce to produce fertile offspring.

Helpful Microbes	Harmful Microbes
Bacteria – cheese	Bacteria – salmonella is a bacterium that can lead to food poisoning
Yeast – wine	Virus – chicken pox and flu are examples of viral diseases
Bacteria – yoghurt	Fungi – athlete's foot
Yeast – bread dough	Bacteria – plaque
Penicillium fungi – antibiotics	Fungi – mould

Microorganisms

Microorganisms are viruses, **bacteria**, moulds and yeast. Some animals (dust mites) and plants (phytoplankton) are also **microorganisms**.

Microorganisms are very tiny living things that can only be seen using a **microscope**. They can be found in and on our bodies, in the air, in water and on objects around us.





Whole School Wow Event: We Will Remember Autumn

We Will Remember Project Week

History Knowledge and Skills

Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.

- Know that war can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, way of life and identity

Compare and contrast leadership, belief, lifestyle or significant events across a range of time.

- Know that common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.

Ask perceptive questions to help evaluate a historical source.

- Know questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'

Describe and explain the common traits and motives of leaders/monarchs from historical periods. (A Child's War)

- Know common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings, and personal qualities, such as determination and the ability to communicate.
- Motives include birth right; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.

Describe some of the greatest achievements of mankind and explain the importance

- Know a great achievement or discovery may be significant because it affects the lives of other people or the natural world, moves human understanding forward, rights wrongs and injustices or celebrates the highest attainments of humans

Art and Design knowledge and skills

Mix and use colour to reflect mood and atmosphere

- Use tints, tones, shades, colour choice in the context of watercolour (with techniques listed above) to create an abstract piece of art on the theme of hope and despair (war topic)
- Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.
- Look at various Blitz artwork, discussing which materials, style of art and purpose has been used and created. Link to Gilbert and Stanley Spencer.

Writing Knowledge and Skills

Diary entries, Letters, Autobiography

Remembrance Day

Remembrance Day is held on the 11th of November the 11th day of the 11th month of the year. A two minute silence is always held at 11 a.m. to remember the millions who have died at war.

Remembrance Day was first held in 1919, one year after the First World War ended. This day is also known as Armistice Day, which is the original name to mark the day the First World War ended. It is now known as Remembrance Day to remember all the people who have died since the First World War.



Poppies are worn on Remembrance Day because they are the flowers which grew on the battlefields after the First World War ended.

A charity called The Royal British Legion run the Poppy Appeal which raises money to help old soldiers who are still alive and soldiers who are still serving their country.

Black History Month: Walter Tull

Describe and explain the significance of a leader or monarch.

- Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies

Debate the significance of a historical person, event, discovery or invention in British history.

- Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.



Walter's Life in the War

During the First World War, Walter had to fight in France and Italy.

In 1917, once he had become an officer, Walter went to Italy to fight. He was praised by his leader, the 'commanding officer', for leading soldiers across a river during a battle. He was recommended for a bravery medal, but he never received it.

In the spring of 1918, Walter went back to France. It was here in battle that he was hit and killed under fire from the German Army.

His men tried to rescue his body, but they were held back by the advancing Germans. Walter's body was never found.

