

## R.E

What gives us a sense of identity and belonging?  
Are names important? What do they mean?  
How do people of faith mark the transitions of life? What is a milestone? Is it appropriate to call these transitions 'milestones'?  
When does someone become an adult?  
What is worship? Why do people of faith worship? Do people of no faith worship too?  
How do rites of passage demonstrate identity and belonging for a person of faith?  
What are the challenges of living a faith?

## P.E

In Year Six children focus on popular dance styles of different eras.  
They explore a range of dances, using step and gesture patterns, body shapes, contact work, and contrasts in dynamic and rhythmic patterning- 1940's Dance.  
They learn more about both dance style and music

## Art/Dt

Children will develop their sketching, painting and modelling skills through cross curricular art projects related to the Blitz and wartime London.  
To master the skill of oil pastels to create a war time masterpiece.  
They will also have the chance to make their own models of Anderson Shelters.  
They will be shown rations and have the chance to make some dishes using rationed food portions.

# LOCATION, LOCATION, LOCATION - Year Six

**Stimulus:** The Diary of Anne Frank, Carrie's War and Goodnight Mister Tom  
**End of Unit Celebration:** Share the children's ideas with Parents and work to be displayed on the display board outside the classroom.  
**VE Day Celebration Party**

## Local/National/Global Links: An In-depth Study

**Local Links-** within Topic, children are to produce a local study, comparing life in Lancaster in the 1940's to now.  
**National Links-** Who was affected in WW2?  
**Global Links-** Which countries were involved in WW2?

## Topic - History/Geography- WW2

### Geography

In keeping with our World War 2 topic, children will learn how to use maps, atlases, globes and digital/computer mapping to locate countries that were involved in the war and major cities in Britain that were affected.

### History

Children will be learning about the key world events that led to World War 2 and the experiences of the people in Britain at that time.  
This will include topics such as evacuation, the Blitz and rationing.  
Looking at timeline of events and impact of WW2.  
Children understand the impact of war and how WW2 was a significant turning point in British history  
They will be reflecting on the impact of the war in Britain and the rest of the world

Please see links to National Curriculum Maths and English.

## Computing

Children will produce PowerPoint presentations after researching different aspects of WW2. Children will use statistics from WW2 and interrogate a database, finding and inferring answers.  
To understand the importance of using reliable and trustworthy websites when researching.  
To use the internet safely.

## Science- Light up your world!

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.  
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.  
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys tables, scatter graphs, and bar and line graphs.

## PSHE/ Philosophy

We will be using a range of stimulus around WW2 to enable us to create philosophical questions.

## Music

The children will be rehearsing for 'Young Voices'. Children will be learning and performing wartime songs, in keeping with our WWII topic and discussing the significance of music in boosting morale.