

Year 6 Autumn Term Expedition Narrative

In September 2021, the Year 6 children began their Autumn Term Expedition, focusing on the guided question:

“Did World War 2 have an impact on our lives today”

Our Learning:

Through our learning of history (Case Study 1), we developed our historical understanding of World War 2. We explored the daily lives of men, women and children from across the globe and explored how they were impacted by the war. We made links to local history when we visited Bletchley Park- exploring the role that the codebreakers played in the war effort and how the technological developments made there were a catalyst for modern day computer science. In identifying key aspects of WW2 and linking them to subsequent events, we were able to identify how the impact of World War Two was felt far beyond 1945 and is still being felt today.

Through art (Case Study 2), we developed our shading and mark making pencil skills to express our understanding of the emotions of the people that fled to the underground air raid shelters in London. We used Henry Moore as inspiration for this. We continued to explore the impact of everyday life in our design work through our ‘make do and mend’ approach to textiles.

Engage

The children explored life as a child in the 1940s and experienced what life would be like during rationing. The children used simple, readily-available, ingredients to make bread and experience ‘snacking’ during this time.

Our Learning Targets

Case study 1 – History

- Accurately use dates and terms to describe historical events.
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately.
- Secure understanding of primary and secondary sources and evaluate their reliability.
- Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses.
- Investigate their own lines of enquiry by posing historically valid questions to answer.
- Start to understand the difference between primary and secondary evidence and the impact of this on reliability.

- Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.
- Identify and note connections, contrasts and trends over time in the everyday lives of people.
- Examine causes and results of great events and the impact these had on people.
- Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
- Know and show a good understanding of historical vocabulary including abstract terms such as 'democracy', 'civilisation', 'social', 'political', 'economic', 'cultural', and 'religious'.
- Present a self-directed project or research about the studied period.
- Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters etc.

Case study 2 – Art and Design

- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.
- Adapt their work according to their views and describe how they might develop it further.
- Work from a range of sources including observation and photographs.
- Work in a sustained and independent way to create detailed drawings.
- Use different techniques for different purposes e.g. shading, hatching etc.
- Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle ground and background.
- Recognise the art of key artists and begin to place them in key movements or historical events.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped to shape the world.

Assessment

Throughout the expedition children were constantly critiquing their own and their peer's work which deepened their understanding of the three case studies. Through comparison, the children demonstrated their understanding of the impact of WW2 on people in different societies. They were able to describe and explain how the world changed as a consequence of the war. Through our final product of a speech (written, audio recorded, filmed and presented), children could articulate how the events of the 1900- particularly WW2- have impacted on 21st century living.

Case Study 1: We assessed our historical skills and knowledge through a range of questions and quizzes throughout the case study. Our final assessment for this area was our developed answer to the question: "How did the events of the 1900s impact on 21st Century living?"

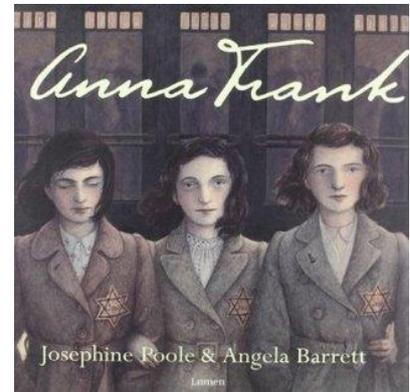
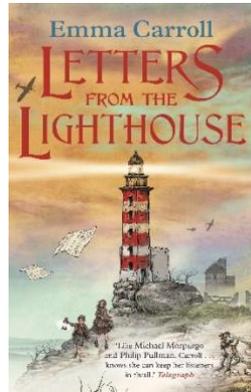
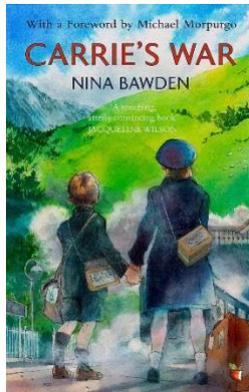
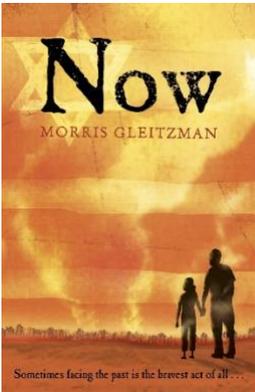
Case Study 2: In the first part of the case study, we assessed our skills in art using self and peer critiquing. We had to carefully consider the sketching techniques we would choose for our final product that imitated the work of Henry Moore. In the second part of the case study, we assessed our design and technology skills by evaluating our final sewing product against the design brief.

Final Product

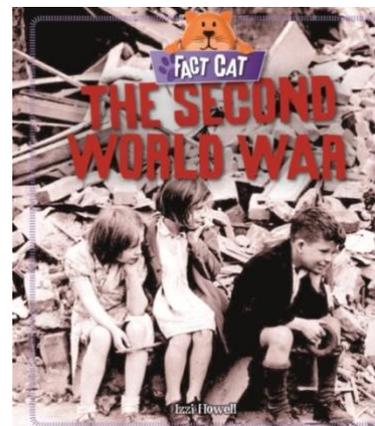
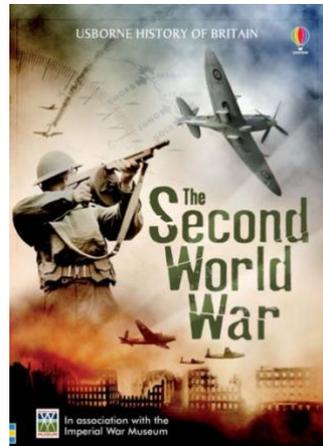
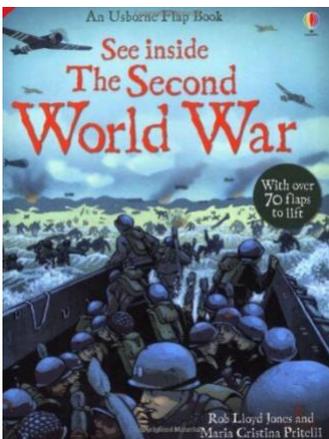
We brought all our learning together into an interactive museum, showcasing the children's understanding of the different aspects of WW2 and the impact it had, and continues to have, on everyday life. They shared their answer to our guided question through a medium of their choosing, and welcomed visitors to the museum to share in their journey.

Key Texts

Fiction



Non-fiction



Poetry

- THAT NIGHT OF DEATH by John J. Rattigan
- THE CLICK OF THE GARDEN GATE by May Hill
- THRENODY OF THE NATIONS by Leon Adams
- TEA AT OLIVER'S by Leon Adams
- DEATH OF A HERO by Richard Aldington
- DULCE ET DECORUM EST by Wilfred Owen
- WHO'S FOR THE GAME by Jessie Pope

Staff Model Product

This is taken from a staff product

"... The events of the 1900s, especially the experiences of WW2, impacted our 21st century lives significantly. I believe that this has been most evident in the past 18 months.

WW2 saw the world come together: some for a good cause and others for a cause they believed in. The events that took place between 1939 and 1945 affected men, women and children. Rich, poor and every race. There was no one in Europe that did not feel an effect.

During the war, men were conscripted as soldiers. This meant they were told by the government that they had to go and fight in the war. Not only were soldiers conscripted in Britain but they were conscripted from countries across the Commonwealth (countries that had previously been colonised by our monarchy)."

Have a listen to our staff recording of the final product

[How did WW2 impact our lives today?](#)

..."

Family Learning

Families came to share in the children's learning about the impact of WW2. We shared our answers to the guided question and the learning journey that led us there.

Other subjects taught this term:

Maths

We learned all about number and place value, the four operations, fractions and positional and directional geometry. Within this, we practised our arithmetic skills alongside our problem solving and reasoning.

Writing

We wrote an informal letter from the point of view of an evacuee. We also used the short film 'The Piano' to produce a flashback narrative, where we imagined we were WW2 soldiers remembering our lives. In addition to this, we wrote character descriptions of people who are significant both now and in the past. Lastly, we wrote a series of diary entries imagining ourselves as someone who was confined to a concentration camp.



Reading

We carried out our novel study of 'Letters from the Lighthouse' by Emma Carroll. While we explored the world of Olive and Cliff, two evacuees from London, we analysed and performed poetry whilst also supporting our understanding with non-fiction texts.

Music

We used our music scheme, Charanga, to identify different styles of music, describe the structure of the songs we listened to and identify the instruments/voices we could hear. We also sang and played instruments to the music.



Spanish

We learned how to ask and answer questions relating to self and emotion, gave personal information and recalled numbers to twenty. We began to develop initial writing skills in Spanish to allow the recording of our ideas.

Computing

We gave examples of when to ask permission to do something online and explained why this is important. We used the internet, with adult support, to communicate with people we know (e.g. video call apps or services). We explained why it is important to be considerate and kind to people online and to respect their choices. We also explained why things one person finds funny or sad online may not always be seen in the same way by others.



ZIP IT

Keep your personal stuff private and think about what you say and do online.



BLOCK IT

Block people who send nasty messages and don't open unknown links and attachments.

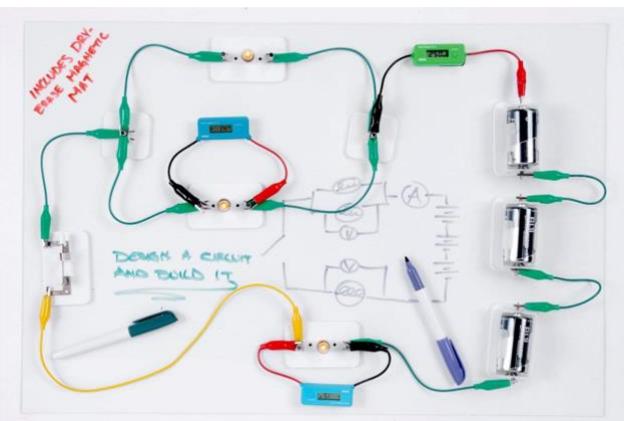
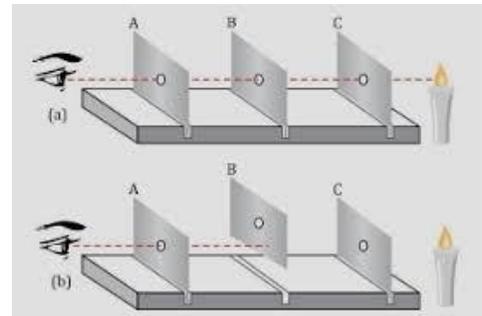


FLAG IT

Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

Science

When studying light, we recognised that light appears to travel in straight lines and used this idea to explain why shadows have the same shape as the objects that cast them. We also learned that light travels from light sources to our eyes or can also reflect off objects into our eyes.



When studying electricity, we learned that the brightness of a lamp or the volume of a buzzer can be affected by the voltage of cells used in the circuit. We also looked at other components and explored what other changes we could make to the circuit in order to affect their function. We represented our circuits with diagrams, using the recognised symbols to ensure that they were clear and accurate.