

Title: The War Room		Year: 6 Duration: 4-5 weeks
Teaching Ideas	Subject	National Curriculum Objectives
<p>The topic starts with the evacuation of Dunkirk (code name Operation Dynamo) The classroom becomes ‘The Cabinet War Rooms’ and the children take on the different decision making roles within the government during the war both abroad in the battle campaign and on the home front.</p> <p>They learn to:</p> <p>Plan battle campaigns and strategy (including the preparations necessary, e.g. soldier’s kit) using maps and studying battle strategy of the time, e.g. The Battle of Britain, Normandy Landings.</p> <p>How can we protect our citizens at home? – Evacuation, Anderson shelters, Rationing (e.g. creating their own rationing policy/recipes; designing and making Anderson Shelters; planning and organising evacuation of children and promoting it)</p> <p>How do we keep our citizens on side? Propaganda and speeches</p> <p>Literacy Links:</p> <p>Contrasting diaries from different perspectives (e.g. soldier writing home, Churchill, child, wife)</p> <p>Descriptive writing – real historical figures / fictional characters</p> <p>Class Novels – Waiting for Anya (Michael Morpergo)</p> <p style="padding-left: 40px;">The Blitz – the diary of Edie Benson</p> <p style="padding-left: 40px;">Carrie’s War</p> <p style="padding-left: 40px;">Lippy Lime Juice (Irene Sheath)</p> <p style="padding-left: 40px;">The Machine Gunners (Robert Westall)</p> <p style="padding-left: 40px;">Harry’s Battle of Britain (Andrew Donkin)</p> <p>Persuasive speeches (political) and posters</p> <p>Formal persuasive letters (e.g. political – giving views/reasons for action/campaign)</p>	<p>History (Citizenship/Politics) Geography DT</p>	<p>G - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>H – Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066, including a significant turning point in British history (e.g. Battle of Britain)</p> <p>H - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>H – develop appropriate use of historical terms</p> <p>H – address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>H – construct informed responses to questions that involve the thoughtful selection and organisation of relevant historical information.</p> <p>H – understand how our knowledge of the past is constructed from a range of sources</p> <p>DT – use research and develop design criteria to inform the design of functional products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT – apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>