



**Birchfield**  
PRIMARY SCHOOL

Year 6 Curriculum Overview  
Term 3.1

Teaching Team:

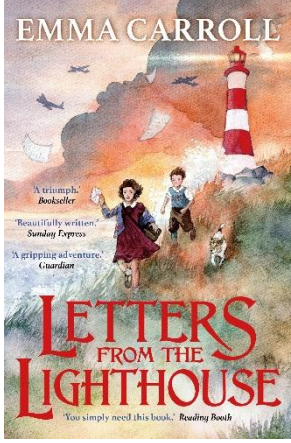
Miss Fowler, Mrs Hickman, Miss Akhtar, Miss West

SLT: Mr J Aldred

PE (Physical Education) Days: Monday

Homework: Every Tuesday and Friday

Please see below an overview of the main themes,  
knowledge and skills we will be covering this half term.

|                    |   |
|--------------------|---|
| Enquiry Question   | How did World War I and World War II change Great Britain?  |
| Significant People | Khudadad Khan, Noor Inayat Khan   |
| Class Texts        | <p>Letters from the Lighthouse – Emma Carroll</p>  <p><i>'After months of bombing raids in London, twelve-year-old Olive Bradshaw and her little brother Cliff are evacuated to the Devon coast. The only person with two spare beds is Mr Ephraim, the local lighthouse keeper. But he's not used to company, and he certainly doesn't want any evacuees.'</i></p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• Determination and resilience.</li> <li>• Bravery.</li> <li>• Having to leave somewhere to ensure survival.</li> <li>• Friendship and acceptance.</li> </ul> |
| Reading            | <p><b>Reading domain:</b> 2b retrieve and record information / identify key details from fiction and non-fiction</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the</p>  |

|         |  |
|---------|--|
|         | <p>text</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p> <p><b>Test techniques:</b></p> <p>This half term, year 6 pupils will be developing their retrieval, inferential skills, the impact of selected vocabulary upon the reader, words in context and comparisons of texts. They will also recap and recall their understanding of the literal and inferential. Children will know how to find and copy words from various texts, using their prior knowledge as well as what they have read. Pupils will use clues in the text to decipher meaning of unfamiliar words and consider how they have been used.</p> |
| Writing | <p>The pupils will begin this half term by writing formal letters, requesting compensation following disastrous circumstances. Their letters shall be written formally, with the children developing their ability to use passive verbs, modal verbs, emotive language, sentence types and a range of punctuation.</p>   |
| Maths   | <p>This half term, the children shall explore both algebra and statistics. They shall then move on to themed projects which will help them consolidate precious learning on solving problems.</p> <p>As the half term progresses, we will also be revisiting and recapping various mathematic skills to ensure pupils can practise and hone skills in preparation for their SAT's tests.</p>   |



|           |   |
|-----------|---|
| History   | Pupils will be taught about the causes, events, and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.  |
| Geography | Pupils will know that geographical interconnections are the ways in which people and things are connected. They will learn that the Axis Powers were Germany (led by Adolf Hitler), Italy (led by Benito Mussolini) and Japan (led by Emperor Hirohito). The Allied Powers were Great Britain (led by Neville Chamberlain and then Winston Churchill), the Soviet Union (led by Joseph Stalin) and the United States (led by Franklin D Roosevelt and then Harry S Truman). Members of the British Commonwealth of Nations also fought for the Allied Powers. |
| Science   | Children will learn about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.   |
| Mandarin  | Children will be learning about the following topics, this half term: <ul style="list-style-type: none"> <li>• Visiting China</li> <li>• Family members</li> <li>• Famous places in China</li> </ul>  |
| Art       | Children will learn about the concepts of abstraction and distortion. They will study the   |

|                             |   |
|-----------------------------|---|
|                             | visual characteristics of abstraction and create a musically inspired, abstract painting.   |
| Music                       | This term, the children will get the opportunity to further their composition skills, as they'll be learning to play the keyboard.  |
| PSHE                        | <p>What will change as we become more independent? Children will learn:</p> <ul style="list-style-type: none"> <li>• That people have different kinds of relationships in their lives.</li> <li>• How growing up and becoming more independent comes with increased opportunities and responsibilities.</li> <li>• How friendships change as we grow and how to manage this.</li> </ul>   |
| Computing                   | <p>Introduction to spreadsheets</p> <p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.</p> |
| RE<br>(Religious Education) | Expressing Joy  |

|    |  |
|----|--|
|    | <p>Pupils will use their knowledge about Islamic festivals - Eid ul Fitr and Eid ul Adha and how people express their joy.</p> <p>Appreciating Beauty<br/>Considering The Lord's Prayer and how it helps Christians to worship God and in what ways it can be said to beautiful.</p> |
| PE |  |

## Knowledge Organiser:

### Reading

| Book Knowledge Organiser – Letters From The Lighthouse by Emma Carroll  |   |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |
|---|---|-----------------|--|----------------|---|----------------|--|--------------|-------------------|------------------------|---|------------------|-----------------------|--------------|--|---------------|---|----------------|---|-----------------|--|
| <p><b>Important Information</b></p> <p><b>Plot</b><br/>The story is about a girl named Olive, and her brother Cliff who are evacuated from London to coastal Devon to get away from the German air raids.<br/>It tells the story of how Olive makes/loses/and makes again friendships, adapts to a different life by the sea, gets involved in hunting for her missing sister Sukie, and generally becomes an amateur sleuth to work out how everyone around her appears to be involved in some kind of secret plot.</p> <p><b>Themes</b><br/>Prejudice, fear, independence, bravery, love, life, loss, tolerance and bereavement.</p> <p><b>Setting</b><br/>The book is set in 1941 in the midst of World War II. The children are evacuated from London and sent away to the Devon coast.</p> <p><b>Character</b><br/>Olive: Quick thinking and adventurous sister of Cliff and Sukie (12 year old).<br/>Cliff: Olive and Sukie's youngest brother (8 year old).<br/>Esther: a Jewish refugee.<br/>Ephraim: the lighthouse keeper who takes in Olive and Cliff as evacuees.<br/>Sukie: Eldest sister of Cliff and Olive (17 year old).</p> <p><b>Story Type</b><br/>•Historical fiction<br/>•Adventure<br/>•Mystery</p> |   <p><b>Name of Book:</b> Letters from the Lighthouse<br/><b>Date Published:</b> June 2017<br/><b>Author:</b> Emma Carroll<br/><b>Genre:</b> Historical Fiction</p> <p><b>Link to Enquiry</b><br/>Letters From The Lighthouse explores the themes: prejudice, fear, independence, bravery, love, life, loss, tolerance and bereavement. Emma focuses on the differing and devastating impact that the War (and its lead-up) has on the characters in the book, both young and old, and captures the, at times, discordant mood of the community, which brings to life the events of World War II and how it affected children from all over the</p>   |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |
|   | <p><b>Key Questions/Reflection Points</b></p> <ul style="list-style-type: none"> <li>•What is an evacuee?</li> <li>• Why were children sent away?</li> <li>• What impression do you get of each character?</li> <li>• How do you think the children would have been feeling the night before they had to leave?</li> <li>• What is a 'Jerry'?</li> <li>• Why were blackout curtains used?</li> <li>• What do you think the war time phrases for some of the chapters mean?</li> </ul>   |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |
|   | <p><b>Key Vocabulary</b></p> <table border="1"> <tr> <td><b>air raid</b></td> <td>An attack in which bombs are dropped from aircraft on to a ground target .</td> </tr> <tr> <td><b>evacuee</b></td> <td>Someone who has been sent away from a dangerous place to somewhere safe, especially during a war.</td> </tr> <tr> <td><b>foreign</b></td> <td>Of, from, in, or characteristic of a country or language other than one's own.</td> </tr> <tr> <td><b>Jerry</b></td> <td>A German soldier.</td> </tr> <tr> <td><b>Kindertransport</b></td> <td>The operation to evacuate Jewish children from Nazi-controlled areas of Europe to the United Kingdom between 1938 and 1940.</td> </tr> <tr> <td><b>Luftwaffe</b></td> <td>The German Air force.</td> </tr> <tr> <td><b>Nazis</b></td> <td>A member of a German fascist party controlling Germany from 1933 to 1945 under Adolf Hitler.</td> </tr> <tr> <td><b>ration</b></td> <td>A fixed allowance of provisions or food, especially for soldiers or sailors or for civilians during a shortage.</td> </tr> <tr> <td><b>refugee</b></td> <td>A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.</td> </tr> <tr> <td><b>telegram</b></td> <td>a piece of paper with a message sent by telegraph.</td> </tr> </table> | <b>air raid</b> | An attack in which bombs are dropped from aircraft on to a ground target . | <b>evacuee</b> | Someone who has been sent away from a dangerous place to somewhere safe, especially during a war. | <b>foreign</b> | Of, from, in, or characteristic of a country or language other than one's own. | <b>Jerry</b> | A German soldier. | <b>Kindertransport</b> | The operation to evacuate Jewish children from Nazi-controlled areas of Europe to the United Kingdom between 1938 and 1940. | <b>Luftwaffe</b> | The German Air force. | <b>Nazis</b> | A member of a German fascist party controlling Germany from 1933 to 1945 under Adolf Hitler. | <b>ration</b> | A fixed allowance of provisions or food, especially for soldiers or sailors or for civilians during a shortage. | <b>refugee</b> | A person who has been forced to leave their country in order to escape war, persecution, or natural disaster. | <b>telegram</b> | a piece of paper with a message sent by telegraph. |
| <b>air raid</b>   | An attack in which bombs are dropped from aircraft on to a ground target .  |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |
| <b>evacuee</b>  | Someone who has been sent away from a dangerous place to somewhere safe, especially during a war.   |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |
| <b>foreign</b>  | Of, from, in, or characteristic of a country or language other than one's own.  |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |
| <b>Jerry</b>  | A German soldier.   |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |
| <b>Kindertransport</b>  | The operation to evacuate Jewish children from Nazi-controlled areas of Europe to the United Kingdom between 1938 and 1940.   |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |
| <b>Luftwaffe</b>  | The German Air force.   |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |
| <b>Nazis</b>  | A member of a German fascist party controlling Germany from 1933 to 1945 under Adolf Hitler.  |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |
| <b>ration</b>   | A fixed allowance of provisions or food, especially for soldiers or sailors or for civilians during a shortage.   |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |
| <b>refugee</b>  | A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.   |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |
| <b>telegram</b>   | a piece of paper with a message sent by telegraph.  |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |
|   | <p><b>Wartime Phrases</b></p> <p>"Make Do and Mend."</p> <p>"Careless Talk Costs Lives."</p> <p>"Do Your Duty."</p>   |                 |  |                |   |                |  |              |                   |                        |   |                  |                       |              |  |               |   |                |   |                 |  |

# Writing

| Spellings...I need to know some of these: |             |               |             |
|---|-------------|---------------|-------------|
| accommodate                               | correspond  | hindrance     | recognise   |
| accompany                                 | criticise   | individual    | recommend   |
| according                                 | curiosity   | interfere     | relevant    |
| achieve                                   | definite    | interrupt     | restaurant  |
| aggressive                                | desperate   | language      | rhyme       |
| amateur                                   | determined  | leisure       | rhythm      |
| ancient                                   | develop     | lightning     | sacrifice   |
| apparent                                  | dictionary  | marvellous    | secretary   |
| appreciate                                | embarrass   | mischievous   | shoulder    |
| attached                                  | environment | muscle        | sincere     |
| available                                 | equip(-ped) | necessary     | sincerely   |
| average                                   | equipment   | neighbour     | soldier     |
| awkward                                   | especially  | nuisance      | stomach     |
| bargain                                   | exaggerate  | occupy        | sufficient  |
| bruise                                    | excellent   | occur         | suggest     |
| category                                  | existence   | opportunity   | symbol      |
| committee                                 | explanation | parliament    | system      |
| communicate                               | familiar    | physical      | temperature |
| community                                 | foreign     | prejudice     | thorough    |
| competition                               | forty       | privilege     | twelfth     |
| conscience                                | frequently  | profession    | variety     |
| conscious                                 | government  | programme     | vegetable   |
| controversy                               | guarantee   | pronunciation | vehicle     |
| convenience                               | harass      | queue         | yacht       |

| Punctuation Reminders: |   |
|------------------------|---|
| <b>A</b>               | Capital letters for sentences, initials and proper nouns.                 |
| .                      | Full stops  |
| !                      | Exclamation marks for exclamations or surprise.                           |
| ?                      | Question marks  |
| '                      | Apostrophes for possession and missing letters.                           |
| ,                      | Commas in lists, and to mark parenthesis, fronted adverbials and clauses. |
| ...                    | Ellipsis to show a long pause for tension.                                |
| " "                    | Inverted commas for speech (Don't forget the commas too!).                |
| -                      | Hyphen to connect words together.   |
| -                      | Dashes to show longer pauses or parenthesis.                              |
| ( )                    | Brackets for parenthesis.   |

**Splendid Subordination!**  
Use these conjunctions in varied places in your multi-clause sentences:

|        |         |       |
|--------|---------|-------|
| if     | because | as    |
| before | after   | until |
| unless | since   | when  |

Can you use a subordinate clause in different places in your sentences?

## Writing Mat Working towards Year 6

**Active and Passive**  
Use active and passive sentences appropriately:  
**Active:** In front of millions of screaming fans, the star striker missed a vital penalty.  
**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

**Use a mixture of simple, compound and multi-clause sentences.**  
**Use a thesaurus to up-level your vocabulary choices.**

**Important Links!**  
Link your sentences and paragraphs using adverbials:

**Time**  
Subsequently, Later that day, Finally,

**Place**  
Deep inside the forest, Below the sea,

**Frequency**  
Occasionally, Often,

**Contrast/ Cause**  
On the other hand, In contrast, As a result, Consequently,

**Manner/ Behaviour**  
Breathing heavily, Waiting anxiously, Without warning, Suspecting the worst,

**It's All Relative!**  
Use a relative pronoun to add a relative clause.  
**who, which, where, when, whose, that**  
The Queen, who has reigned for 60 years, has four children.  
Hedgehogs eat garden snails, which is important within the food chain.  
The stench was so putrid that it made her eyes water.  
They had ventured deep into the forest where they began to feel uneasy.





**Important Links!**  
Link your sentences and paragraphs using adverbials:

**Time**  
Subsequently, Later that day,  
**Place**  
Deep inside the forest, Below the sea,  
**Frequency**  
Occasionally, Often,  
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On the other hand, In contrast,  
As a result, Consequently,  
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Breathing heavily, Waiting anxiously, Without warning,

**Creating Cohesion Top Tip:** Not only can you use pronouns like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

**Be a Punctuation Professional!**

|          |  |
|----------|--|
| <b>A</b> | Capital letters for sentences, initials and proper nouns.  |
| .        | Full stops   |
| !        | Exclamation marks for exclamations or surprise.            |
| ?        | Question marks   |
| '        | Apostrophes for possession and missing letters.            |
| ,        | Commas in lists, and sentences.                            |
| ...      | Ellipsis to show a long pause for tension.                 |
| " "      | Inverted commas for speech (Don't forget the commas too!). |
| -        | Hyphens to connect words together.                         |
| -        | Dashes to show longer pauses or parenthesis.               |
| ( )      | Brackets for extra information or asides.                  |
| :        | Colon to separate clauses.                                 |
| ;        | Semi colons to separate clauses.                           |

**Writing Mat**  
Expected Year 6

**Perfect Parenthesis!**  
Use brackets, commas or dashes to punctuate extra information and asides:  
The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.  
The advancing alien, who was speaking a Martian language, looked dangerous.  
The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

**Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...**  
startled alarmed apprehensive  
**Or 'show' a character's feelings:**  
his breathing quickened her heart raced  
sweat trickled gasping for air

**Spellings... I need to know all of these:**

|             |             |               |             |
|-------------|-------------|---------------|-------------|
| accommodate | correspond  | hindrance     | recognise   |
| accompany   | criticise   | individual    | recommend   |
| according   | curiosity   | interfere     | relevant    |
| achieve     | definite    | interrupt     | restaurant  |
| aggressive  | desperate   | language      | rhyme       |
| amateur     | determined  | leisure       | rhythm      |
| ancient     | develop     | lightning     | sacrifice   |
| apparent    | dictionary  | marvellous    | secretary   |
| appreciate  | embarrass   | mischievous   | shoulder    |
| attached    | environment | muscle        | sincere     |
| available   | equip(-ped) | necessary     | sincerely   |
| average     | equipment   | neighbour     | soldier     |
| awkward     | especially  | nuisance      | stomach     |
| bargain     | exaggerate  | occupy        | sufficient  |
| bruise      | excellent   | occur         | suggest     |
| category    | existence   | opportunity   | symbol      |
| committee   | explanation | parliament    | system      |
| communicate | familiar    | physical      | temperature |
| community   | foreign     | prejudice     | thorough    |
| competition | forty       | privilege     | twelfth     |
| conscience  | frequently  | profession    | variety     |
| conscious   | government  | programme     | vegetable   |
| controversy | guarantee   | pronunciation | vehicle     |
| convenience | harass      | queue         | yacht       |

**Active and Passive**  
Use active and passive sentences appropriately:  
**Active:** In front of millions of screaming fans, the star striker missed a vital penalty.  
**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

**Check for:**  
cohesive links  
consistent tense and person  
genre features  
subject/verb agreement  
layout devices  
paragraphs with

**Splendid Subordination!**  
Use these conjunctions in varied places in your multi-clause sentences:  
if because as  
before after until  
unless since when

**Writing Mat**  
Greater Depth Year 6

| Spellings... I need to know all of these: |             |               |             |
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| controversy                               | guarantee   | pronunciation | vehicle     |
| convenience                               | harass      | queue         | yacht       |

**Punctuation Reminders:**  
A . ! ? ' , " " ( ) ... : ; -  
Use a full range of punctuation.

**Check for:**  
consistent tense and person  
subject/verb agreement  
paragraphs with cohesive links  
genre features  
layout devices  
pronouns/ nouns for cohesion

**Active and Passive**  
Use active and passive sentences appropriately:  
**Active:** In front of millions of screaming fans, the star striker missed a vital penalty.  
**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

**Create a Mood!**  
Where appropriate, in formal writing, use the subjunctive mood:  
If I were The Queen, ...  
Were there to be a change in my circumstances...

**Splendid Subordination!**  
Use these conjunctions in varied places in your multi-clause sentences:  
if because as  
before after until  
unless since when

**Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...**  
startled alarmed apprehensive  
**Or 'show' a character's feelings:**  
his breathing quickened her heart raced  
sweat trickled gasping for air

**Perfect Parenthesis!**  
Use brackets, commas or dashes to punctuate extra information and asides:  
The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.  
The advancing alien, who was speaking a Martian language, looked dangerous.  
The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

**Be a Punctuation Professional!**  
Use semi colons, colons and dashes to mark independent clauses:  
It felt like forever- the longest six weeks holiday of all time.  
Jack's eyes slowly opened; there was no one to be seen.  
They all knew his secret: he was a specialist secret agent.

**Important Links!**  
Link your sentences and paragraphs using adverbials:  
**Time**  
Subsequently, Later that day,  
**Place**  
Deep inside the forest, Below the sea,  
**Frequency**  
Occasionally, Often,  
**Contrast/ Cause**  
On the other hand, In contrast,  
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Breathing heavily, Waiting anxiously, Without warning,

History

## Britain at War

### What is war?

War is a period of intentional actions, including armed fighting, between two or more countries or groups to force the enemy to adhere to their will.

### First World War 1914–1918

#### Timeline of events

|                       |                                       |
|-----------------------|---------------------------------------|
| <b>August 1914</b>    | Britain declares war on Germany       |
| <b>October 1914</b>   | First Battle of Ypres                 |
| <b>Jan–Feb 1915</b>   | Ottoman Empire attacks Suez Canal     |
| <b>February 1915</b>  | Gallipoli Campaign begins             |
| <b>May 1915</b>       | Italy joins the Allied Powers         |
| <b>Feb–Dec 1916</b>   | Battle of Verdun                      |
| <b>June–Sept 1916</b> | Brusilov Offensive                    |
| <b>July–Nov 1916</b>  | Battle of the Somme                   |
| <b>April 1917</b>     | United States joins the Allied Powers |
| <b>November 1918</b>  | Germany surrenders and the war ends   |

#### Causes of the war

There were several long-term causes of the First World War.

- Countries had previously made alliances because war seemed likely. Britain had signed a treaty to protect Belgium and was allied with France and Russia. Germany, Austria-Hungary and Italy were allies.
- Germany had an imperialist desire to conquer other countries.
- Countries including Germany, France, Russia and Britain practised militarism, growing their armies and developing weaponry.
- Nationalism was widespread in Europe, and the leading powers each believed their country was superior.

The short-term trigger was the assassination of Archduke Franz Ferdinand by a Serbian Nationalist on 28th June 1914. This resulted in Austria-Hungary declaring war on Serbia.

#### Volunteers

Britain needed millions of men to join the army. The government launched a recruitment campaign that enlisted over 2.7 million men during the war. Britain's colonies also sent 2.5 million men to fight. Men joined the army for various reasons, such as wanting to defend their country or succumbing to peer pressure.

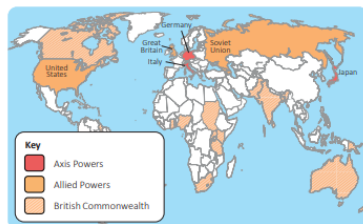
#### Causes of the war

The Treaty of Versailles had devastated Germany. By the 1930s, unemployment and poverty in Germany were widespread. Adolf Hitler became Germany's leader in 1934 and claimed his Nazi Party would restore German pride and save the economy. He then invaded the surrounding countries. Britain and France tried appeasement rather than challenging this expansion. On 1st September 1939, German forces invaded Poland. Britain and France declared war on Germany.



#### Warring nations

The major nations involved in the Second World War were the Axis Powers (Germany, Italy and Japan) and the Allied Powers (Great Britain, the Soviet Union and the United States). Germany was led by the fascist dictator Adolf Hitler, who wanted to expand German territory and create a pure German race. At the start of the war, Britain's prime minister was Neville Chamberlain. Winston Churchill replaced him in May 1940.



#### Preparation for war

Britain had learned lessons from the First World War. Barrage balloons were placed over London to stop low-flying bombers. Gas masks were issued to the civilian population, and bomb shelters were built. Blackouts were compulsory, and children were evacuated from cities. Conscription was introduced to increase numbers in the army. Food rationing began and ration cards were issued.

#### Warring nations

At the start of the war, the warring nations divided into two opposing groups. The Central Powers (Germany, Austria-Hungary and the Ottoman Empire) were on one side. The Allied Powers (Great Britain, France and Russia) were on the other. The Central Powers were geographically surrounded by the Allied Powers and had to fight on several fronts.



#### Start of the First World War

In August 1914, German troops invaded Belgium. Allied forces pushed the German army back to north-west France, where both sides dug defensive trenches. This Western Front stretched from the English Channel to Switzerland. The German military also fought Russian forces on the Eastern Front, dividing their troops. With a stalemate in Europe, the Allies attacked the Ottoman Empire at Gallipoli in April 1915 to try to take the capital, Constantinople. The Allies were defeated and suffered heavy casualties.

#### Trench warfare

On the battlefield, soldiers faced firepower from machine guns and artillery. Both sides dug networks of trenches to escape shells and bullets. Trenches were cold and muddy and often infested with rats. Diseases spread quickly, and food was poor. Trench warfare took a considerable toll on soldiers' physical and mental health.



#### Weapons and technology

During the First World War, new weapons and technology were developed.

- Machine guns and heavy artillery bombarded the enemy.
- Armoured tanks countered the firepower of the front line.
- Poisonous gas was used to kill and injure enemy soldiers.
- Planes were mounted with machine guns and used for bombing.
- Warships fought at sea, and radio communication was used.

#### Weapons and technology

The Second World War was the most technologically advanced war in history, with many new weapons and technological innovations.

- Radar used radio waves to detect enemy positions.
- Codebreakers developed machines to intercept and decode enemy messages.
- The bouncing bomb was used to destroy German dams.
- German engineers made rocket missiles that damaged British cities.
- A new lightweight fighter plane, the Supermarine Spitfire, was developed.
- The United States used the atomic bomb on Japan.

#### Battle of Britain

The Battle of Britain took place in the skies above Britain from July to October 1940. Adolf Hitler was planning a land attack on Britain but first had to control the skies to prevent British air attacks. The superior British planes and their organised air-defence system overcame the German Luftwaffe. This was a turning point in the war as Adolf Hitler could not continue with his land invasion plan.



#### Civilian life

Civilians in Britain had to cope with frightening air raids and bombing in cities. Finding their way during the blackout was difficult and dangerous. Children were separated from their families in the evacuation, and many women joined the Women's Land Army or worked in factories. Rationing became normal, and people found ingenious ways to make food and clothing last longer.

#### End of the Second World War

The Second World War ended on 2nd September 1945, when Japan formally surrendered. Many factors brought about the end of the war. The Allied Powers' D-Day invasion, on 6th June 1944, resulted in Allied troops liberating Paris and Brussels. The Battle of the Bulge failed to break the Allied line. Adolf Hitler realised Germany had lost the war and committed suicide on 30th April 1945. The war against Japan ended after the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

#### Life on the home front

Life changed for people in Britain. Food was scarce. Rationing was introduced towards the end of the war, leading to long queues at shops, hoarding, protests and strikes. People were worried about their safety as Zeppelins, and later German Gotha planes, carried out air raids over cities. Women took on roles traditionally done by men, such as working in factories or on the land.



#### End of the First World War

The First World War ended on 11th November 1918, when Germany surrendered. Several factors brought about the Allied Powers' victory, including the United States declaring war on Germany after German submarines sank American ships. In 1919, the Treaty of Versailles held Germany responsible for the war and ordered Germany to pay vast amounts in reparations. The devastation this caused to Germany played a part in the outbreak of the Second World War.

### Second World War 1939–1945

#### Timeline of events

|                       |  |
|-----------------------|--|
| <b>September 1939</b> | Germany invades Poland and Poland surrenders                                     |
| <b>April 1940</b>     | Germany invades neutral Norway   |
| <b>May 1940</b>       | Germany takes control of Luxembourg, Belgium and the Netherlands                 |
| <b>May–June 1940</b>  | Germany invades France and Operation Dynamo rescues Allied soldiers from Dunkirk |
| <b>June 1940</b>      | France surrenders to Germany   |
| <b>July–Oct 1940</b>  | Battle of Britain  |
| <b>December 1941</b>  | Japan attacks Pearl Harbor and the United States enters the war                  |
| <b>July 1943</b>      | Allied forces invade Italy and Italy later surrenders                            |
| <b>June 1944</b>      | D-Day  |
| <b>May 1945</b>       | Germany surrenders (VE Day)  |
| <b>Aug–Sept 1945</b>  | The United States drops atomic bombs on Japan, Japan surrenders and the war ends |

### Post-war world

After the Second World War, the Allied Powers split Germany into West and East Germany. International agreements were signed to ban chemical weapons, torture and genocide. The Universal Declaration of Human Rights was approved, which still forms the basis of international human rights law. The welfare state and National Health Service were created in Britain. Many of the war's technological innovations were redeveloped for civilians.

### Remembrance

Remembrance is the act of remembering and honouring the people who died as a result of conflict. The poppy is a symbol of remembrance after poppies grew on the Western Front battlefields. Memorials, monuments and war cemeteries all serve to remind us of the sacrifice made by millions of people.



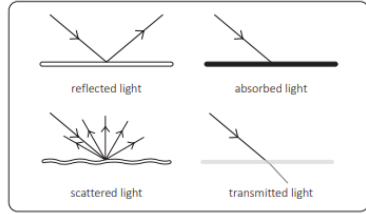
### Glossary

|                     |  |
|---------------------|--|
| <b>alliance</b>     | A group of countries who have agreed to work together because of shared aims.  |
| <b>appeasement</b>  | Giving the opposing side something they have demanded to prevent further disagreement.   |
| <b>colony</b>       | A nation controlled by another country.  |
| <b>conscription</b> | Forcing people by law to join the armed services.  |
| <b>imperialist</b>  | A supporter of a system in which a country rules another country, sometimes having used force to gain control.                               |
| <b>genocide</b>     | The deliberate killing of large numbers of people from a particular nation or ethnic group, with the aim of destroying that nation or group. |
| <b>militarism</b>   | The belief that it is necessary to have strong armed forces to win political or economic advantages.   |
| <b>reparation</b>   | Payment for harm or damage.  |
| <b>stalemate</b>    | A situation in which neither side can get an advantage, and no action can be taken.  |

# Light Theory

## Light sources

A light source is something that produces light. This can be a natural source, such as the Sun or a glow worm, or an artificial source, such as a light bulb or candle. Most objects do not produce light. Instead, they either reflect, absorb or scatter the light given out by a light source. Light can also travel through transparent objects.

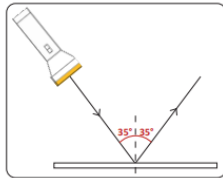


## How does light travel?

Light is a form of energy that travels as waves in straight lines. In diagrams, light waves are drawn as straight lines with arrowheads that show the direction of travel.

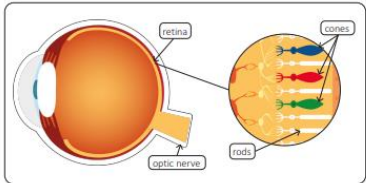


Light continues to travel when it is reflected off the surface of an object. When light hits a mirror, it reflects off the surface in a straight line. All mirrors reflect light at an angle equal to the angle of impact.

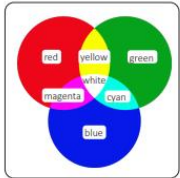


## Perceiving colour

Light enters our eyes through the pupil and is focused onto light-sensitive cells called rods and cones that cover the retina at the back of the eye. Rods help us to see light and dark and cones help us to see different colours. Once the cone cells have been stimulated, a signal is sent to the brain through the optic nerve. The brain interprets the signal as a particular colour, giving us colour vision.



Red, green and blue are the primary colours of light. When the red and green cones in our eyes are stimulated, we perceive a yellow colour. When the blue and green cones are stimulated, we perceive a cyan colour. When the red and blue cones are stimulated, we perceive a magenta colour. If the red, green and blue cones are all stimulated, we see white.



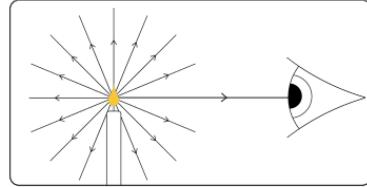
## Shadows

Shadows form when an object blocks the passage of light, leaving an area of darkness. The size and length of an object's shadow can vary depending on the position of the light source.

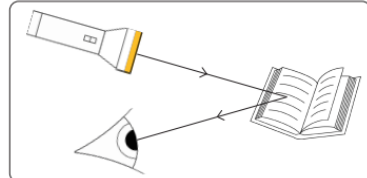


## Light and sight

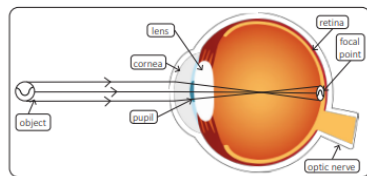
For us to see any object, light must enter our eyes. Light rays can travel to our eyes directly from a light source, so we can see the light source.



Light can also travel to our eyes after it has been scattered or reflected. In this diagram, light from the torch travels to the book and is then reflected from the book into the person's eye.



Light rays reach the eye and travel through the cornea before entering the eye through the pupil. The lens focuses the light onto the back of the eye, called the retina. The retina turns this light information into electrical signals, which travel through the optic nerve to the brain, where the signals are 'seen' as an image. Without light, we cannot see.

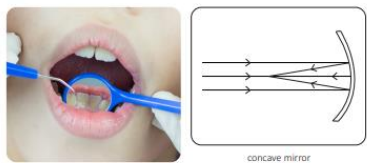


## Reflection in different mirrors

There are three main types of mirror: plane, concave and convex. A plane mirror has a flat reflective surface, so perpendicular light rays are reflected back along the same path. This means the reflected image is the same size and the same way up as the object, but the image is reversed.



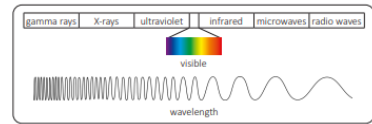
The surface of a concave mirror curves inwards, so light rays are reflected inwards to a focal point. Images appear larger and brighter in a concave mirror, but they reflect a narrower view. Dental mirrors and torches use concave mirrors.



The surface of a convex mirror curves outwards, so light rays are reflected outwards and dispersed. Convex mirrors make images smaller, but they reflect a wider view. Shop security mirrors and car wing mirrors are convex.



## Electromagnetic spectrum



The electromagnetic spectrum shows all the different types of light, from gamma rays with waves that are close together, to radio waves with waves that are far apart. Visible, or white light is the only light the human eye can see and is only a small part of the electromagnetic spectrum.

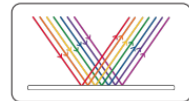
## Visible light

Visible light is made up of a continuous spectrum of different colours of light, from violet to red. All the colours of light mix together to create white light.

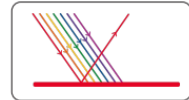


The way objects reflect or absorb light determines their colour.

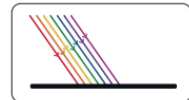
Some objects reflect all the colours of light, so we see those as white.



Other objects absorb some of the colours in white light, but some colours are reflected. We see these objects as the coloured light that is reflected.

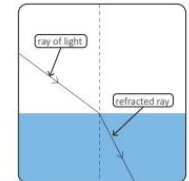


Black objects absorb all the colours of white light.

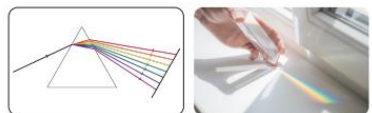


## Refraction

Refraction is the change in direction of light as it passes from one transparent material to another. This diagram shows a light ray travelling in a straight line through the air, then hitting the surface of the water. Water is denser than air because water is a liquid and air is a gas, so the light slows down and changes direction.



When white light travels through a triangular prism, light is refracted twice. This, along with the prism's angled edges, splits white light into a spectrum of colours from red to violet.



Refraction creates different phenomena on Earth. For example, light refracted by raindrops creates a rainbow. Light refracted by a glass of water can make a straw look bent or disjointed.



## Glossary

|                      |   |
|----------------------|---|
| <b>absorb</b>        | The ability to soak something up, such as a liquid or light.                                    |
| <b>reflect</b>       | To bounce off a surface.  |
| <b>scatter</b>       | To move apart in different directions.  |
| <b>spectrum</b>      | A band of colours produced when white light is separated.                                       |
| <b>visible light</b> | The part of the electromagnetic spectrum that the human eye can see, also known as white light. |

Children to use the knowledge organisers provided to help them further their learning regarding the enquiry question.

Create a fact file about Winston Churchill.

Design and create an underground shelter.

Useful Links:

**RAF Museum Midlands,  
Lysander Avenue,  
Cosford, TF11 8UP**

**10.00am - 5.00pm**

[World War One - Year 6 History - BBC Bitesize](#)

[World War 1 facts for kids | National Geographic Kids \(natgeokids.com\)](#)

[World War 2 facts for kids | National Geographic Kids \(natgeokids.com\)](#)