

Welcome

Year 6's Inspire - Autumn Term.



SATs prep



Read, read, read



CENTURY for Maths



CGP maths and SPAG
books



Pace of
reading/skimmming &
scanning

+
•
o

End of Year Residential

+
•
o

A black and white photograph of a person walking up a long, dark staircase. The person is silhouetted against a bright light source at the top of the stairs, creating a strong backlight effect. The staircase is flanked by dark walls and metal railings. In the background, a multi-story building with many windows is visible. The overall mood is contemplative and hopeful.

Walking home...



This is what
CENTURY looks
like...



Homework

- Reading — planners signed
- Reading — complete Accelerated reader (AR) once the book is read
- Maths and SPaG — on CENTURY
- Maths — on MAGMA



A dramatic photograph of a volcanic eruption at night or dusk. A dark, conical volcano is the source of a massive, intense plume of fire and molten rock that rises high into the sky. The eruption is characterized by bright orange and yellow flames at the base, transitioning to deep red and dark orange as the material ascends. A dense cloud of dark ash and smaller rock fragments is being ejected from the main plume, creating a wide, billowing cloud that fills much of the upper frame. The sky is a deep, dark blue, providing a stark contrast to the fiery eruption. The foreground shows the dark, textured slopes of the volcano, with some glowing embers visible. The word "MAGMA" is superimposed in a clean, white, sans-serif font in the center of the image, positioned over the lower part of the volcanic cone and the base of the main plume.

MAGMA

This Autumn term we are exploring what the history curriculum looks like here at Hurst Hill.

We value all the curriculum learning here at Hurst Hill but history is central to our learning we have our time line as you walked to the hall.



To gain clear knowledge and understanding of Britain's past and the wider world. To gain an in-depth understanding of significant events in British history as well as acknowledging how things have changed over time.



	Year 3
Autumn	Stone Age
Spring	The Greeks
Summer	

	Year4
Autumn	The Ancient Egyptians The Mayans
Spring	
Summer	The Romans

	Year 5
Autumn	
Spring	The Anglo Saxons
Summer	Local History Study

	Year 6
Autumn	WW2 Battle of Britain
Spring	The Monarchy
Summer	

What you will study in KS2



KNOWLEDGE ORGANISERS.



THESE ARE THE MEDIUM TERM
PLANNING FOR THE TEACHER AND
ENSURE WHAT IS TAUGHT .

Key learning: (Specific link to the NC here)

Objective	Learning
Can I understand the context and causes of World War II?	- Identify key events leading to the outbreak of World War II. - Explain the impact of World War I on the geopolitical landscape. - Locate major countries involved in the conflict on a map.
Can I explore the rise of Nazi Germany and its impact on Europe?	- Summarise the key events leading to the rise of Adolf Hitler. - Understand the ideology of the Nazi Party. - Analyse the effects of Nazi policies on Germany and its neighbours.
Can I investigate the events leading to the outbreak of World War II?	- Identify the key players involved in the start of the war. - Sequence the major events that triggered World War II. - Discuss the reactions of different nations to the conflict.
Can I define the Battle of Britain and explain its significance?	- Define the Battle of Britain and its timeframe within WW2. - Recognise the importance of air power in modern warfare. - Identify the main countries and leaders involved in the battle.

Can I explore the impact of the Blitz on civilians and the Home Front?	● Identify important leaders from both the Allied and Axis forces. ● Describe the roles and contributions of key individuals during the battle. ● Analyse the impact of leadership on the outcome of the conflict.
Can I explore the technological advancements and tactics used in the Battle of Britain?	● Identify key aircraft used by both sides. ● Explain the tactics employed by the Royal Air Force (RAF) and the Luftwaffe. ● Analyse the role of radar technology in the battle.
Can I investigate the turning point and eventual outcome of the Battle of Britain?	● Explain the factors that led to the turning point in the battle. ● Identify the significance of the battle in the context of World War II. ● Analyse the consequences of the Battle of Britain for both the Allies and the Axis.
Can I reflect on the legacy of the Battle of Britain and its impact on modern-day remembrance?	● Discuss the importance of remembering historical events like the Battle of Britain. ● Reflect on the sacrifices made by individuals during the battle. ● Create a piece of extended writing expressing understanding of the legacy of the Battle of Britain.

A close-up photograph of a person's hands holding an open book. The book is open to two pages of text, and the person's fingers are visible at the edges of the pages. The background is dark and out of focus.

- Book share

- We have just completed our study of the WW2.
- We ended with asking the children the key questions from the Knowledge Organiser to find out what they have understood.
- Any misunderstandings we can then put in a lesson or individual work to ensure all our children understand the work.

A close-up photograph of a person's hand holding a dark blue pen, poised to write on a document. The document contains several tables with multiple columns and rows of text, which are slightly out of focus. The lighting is soft, and the overall tone is professional and academic.

Poetry week – class poem

On your tables create a poem all about WW2

CREATE A WW2 Spider Diagram with your table

Key vocabulary			
Allies	The combined military forces of Britain, France, Russia (USSR) and, from 1941, the USA.	RAF The Royal Air Force.	The RAF was formed towards the end of World War I and supported military operations from the air.
Luftwaffe	The German air force responsible for the Blitz and starting the Battle of Britain.	Blitz	The bombing of major British cities. Blitz means 'lightning' in German.
Appeasement	A policy where demands are met <u>in order</u> to prevent fighting between two or more countries.	Radar	A way to detect incoming objects and a key part of the Dowding System of defence against the Luftwaffe.
Nazi	A member of the National Socialist German Workers' Party, led by Adolf Hitler.	Citizens	The people who live in a particular place, such as a town or city.
Blackout	The covering or dimming of lights at <u>night time</u> during the Blitz to protect citizens and industry.	Shelters	Structures used to protect British citizens from the Blitz.
Evacuation	The movement of millions of children to the countryside as part of Operation Pied Piper.		