

# BATTLE OF BRITAIN

**Year 6**

**Autumn Term**





## ***Learning Adventure***

*This Learning Adventure consists of an overall story that is split into a series of tasks, missions and challenges. As pupils work through the learning adventure they are awarded a 'Skill Stone' or a 'Knowledge Nugget'. There are 32 'Knowledge Nuggets' or 'Skill Stones' to collect.*

*Once all stones have been collected the children will present their learning adventure journey. If the class can clearly explain all knowledge and skills gained they will be awarded the centre stone.*

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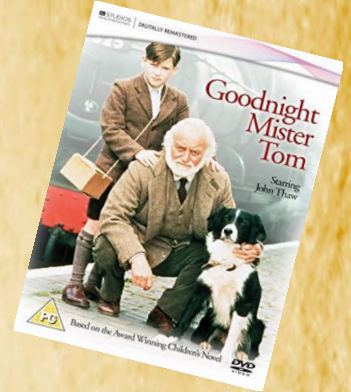
*A Learning Adventure covers 6 genres of Writing, Science, History, Geography, Art and Design, Design Technology. Elements of Computing, Music, PE, MFL, RE and PSHE are covered in some Learning Adventures otherwise these are taught as separate subjects. English Grammar, Reading and Maths are taught as a standalone subject*







# GOODNIGHT MISTER TOM MISSION



***You are an A.R.P Warden employed by the Prime Minister to protect civilians from danger during the Battle of Britain.***

***Following instructions from Neville Chamberlain himself, you must protect William Beech, as well as the people of Britain, and make sure they survive the dangers of WW2.***







## Challenge 1: English

**Sticky Knowledge:** World war 2 was a battle between two groups of countries – the Allies and the Axis. The major Allied Powers were Britain, France Russia, China and the United States/ The major Axis powers were Germany, Italy and Japan

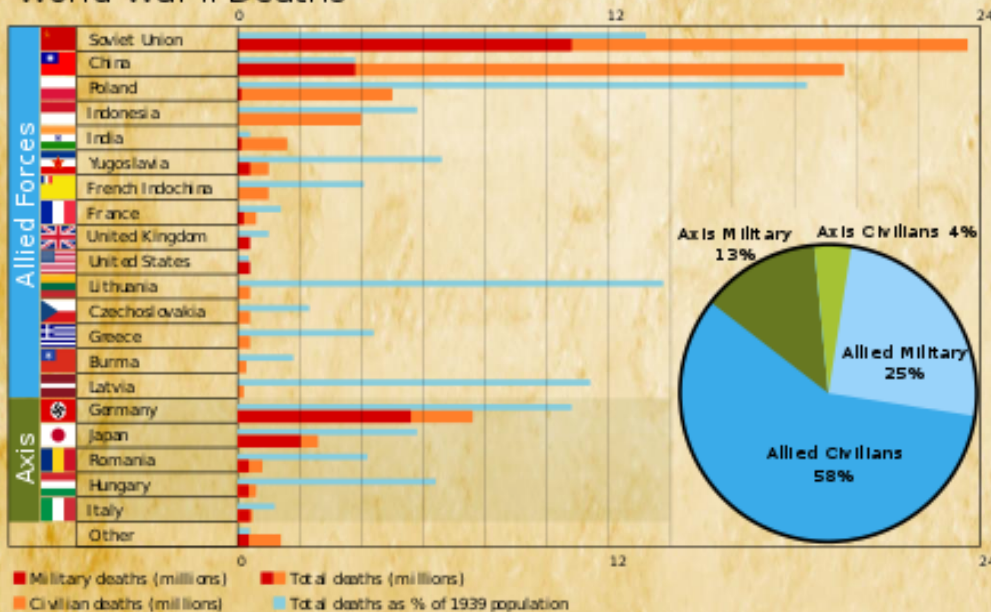
In 1933, the Nazi party came to power in Germany, led by Adolf Hitler. The British Prime Minister, Neville Chamberlain, has instructed you to negotiate with Hitler to try to avoid the war.

**Your first challenge is to write a persuasive letter to Adolf Hitler in attempt to avoid the war.**



**You will need to write a persuasive letter to Adolf Hitler.**

World War II Deaths



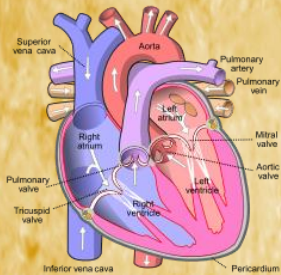




## Challenge 2:

### Science - Animals including humans.

As an A.R.P Warden, you are employed to help get people to air raid shelters safely. **You need to be educated on the human body in order to help those who are seriously injured.**



**Can you identify and name the main parts of the human circulatory system?**



**Do you know the function of the heart, blood vessels and blood?**



**Do you know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood?**



**Do you know the impact of diet, exercise, drugs and lifestyle on health?**



**Do you know which type of investigation is needed to suit particular scientific enquiry e.g. looking at the relationship between pulse and exercise?**

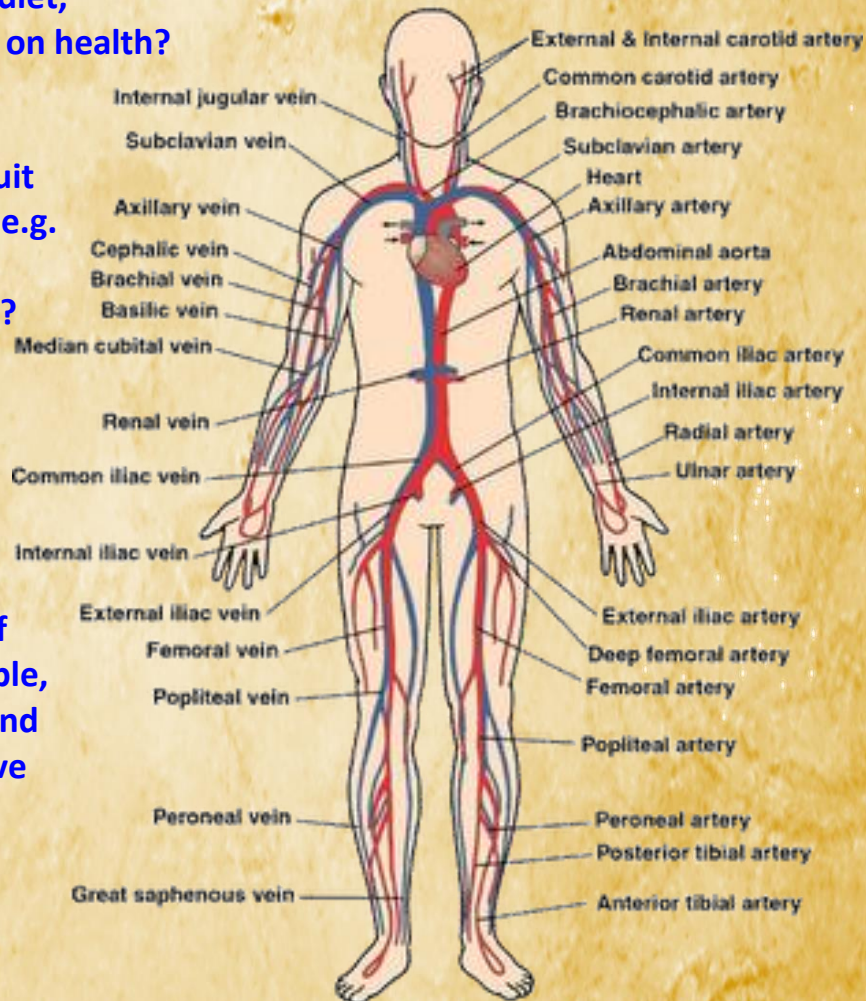


**Do you know ways in which nutrients and water are transported in animals, including humans?**



**Can you explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies?**

#### Circulatory System





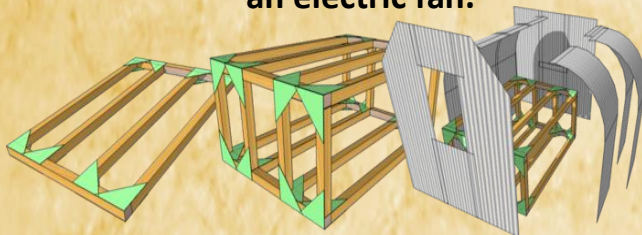


## **Challenge 3: Design & Technology**

Neville Chamberlain has given all of the A. R.P Wardens the responsibility of protecting their people in the event of bombing.

You need to design an Anderson Shelter that will help protect the people of Britain using the following success criteria:

1. Two Lego figures must be able to fit comfortably inside.
2. Your shelter must be able to withstand a 1kg weight being placed in the roof.
3. The two Lego figures must remain dry when 500ml of water is poured over the top of your shelter.
4. The shelter and figures must be able to withstand a 30 second blast from an electric fan.



Make two frames using 'Stripwood' and join them together with uprights

Assembly card sheets on to base frame (leave one side loose for access and viewing)



### **Developing, planning and communicating ideas:**

Can they use a range of information to inform their designs?

Can they justify their plan to someone else?

*Can they justify why they have selected specific materials?*



### **Evaluating:**

How well do they test and evaluate their final product?

Is it fit for purpose?

What would improve it?

Would different resources have improved their product?

Would they need more information to make it even better?

Does their product meet all design criteria?

Did they consider the use of the product when selecting materials?





## Challenge 4: English

Parents are worried about their children – they have been evacuated and don't know if their child is safe or where they are. **As the A.R.P warden responsible for William Beech, you must deliver his letter safely to his mother.**



**Your task is to write an informal fictional recount (Postcard home from Willie to his mother soon after his evacuation).**



## Challenge 5: History

Propaganda was used to influence the public in different ways during the war. People were influenced through the underlying messages they portrayed. **You need to help influence others to support the British Army and ignore the axis attempts gain more supporters.**



**Can you look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?**



**Can they identify and explain their understanding of propaganda?**





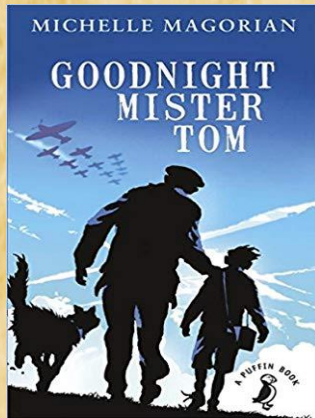


## Challenge 6: English

As the A.R.P warden responsible for William Beech, you must find out more about his host - Mr. Thomas Oakley - to ensure that William is safe under his care.



To write a fictional biography using the correct features.

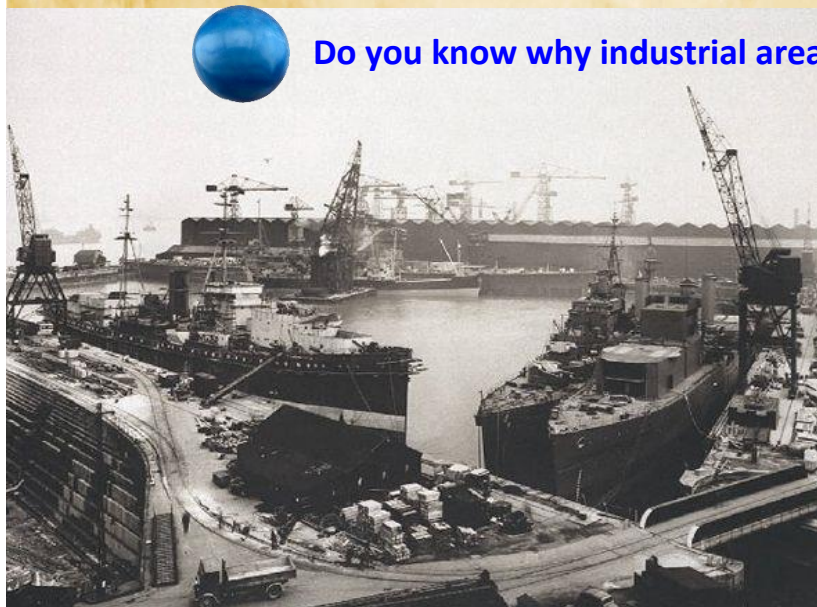


## Challenge 7: Geography

By 1940, the rationing of bacon, butter and sugar is introduced to Britain. To ensure that the country has sufficient supplies to feed everyone, you need to find out about the Global Supply Chain and how Britain rely on importing goods.



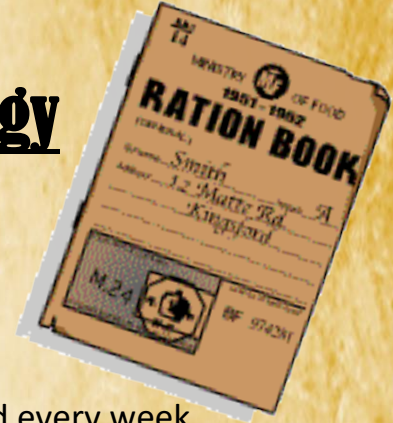
Do you know why industrial areas and ports are important?







## Challenge 8: Design & Technology



Rationing has made sure that people get an equal amount of food every week. However, the government are still worried that people may not know what dishes they can create with such limited supplies. They also fear that as food became scarcer, some people might hoard food, leaving none for others.

**Your job is to make sure this doesn't happen and to educate the people of Britain to cook nutritious meals with limited ingredients.**



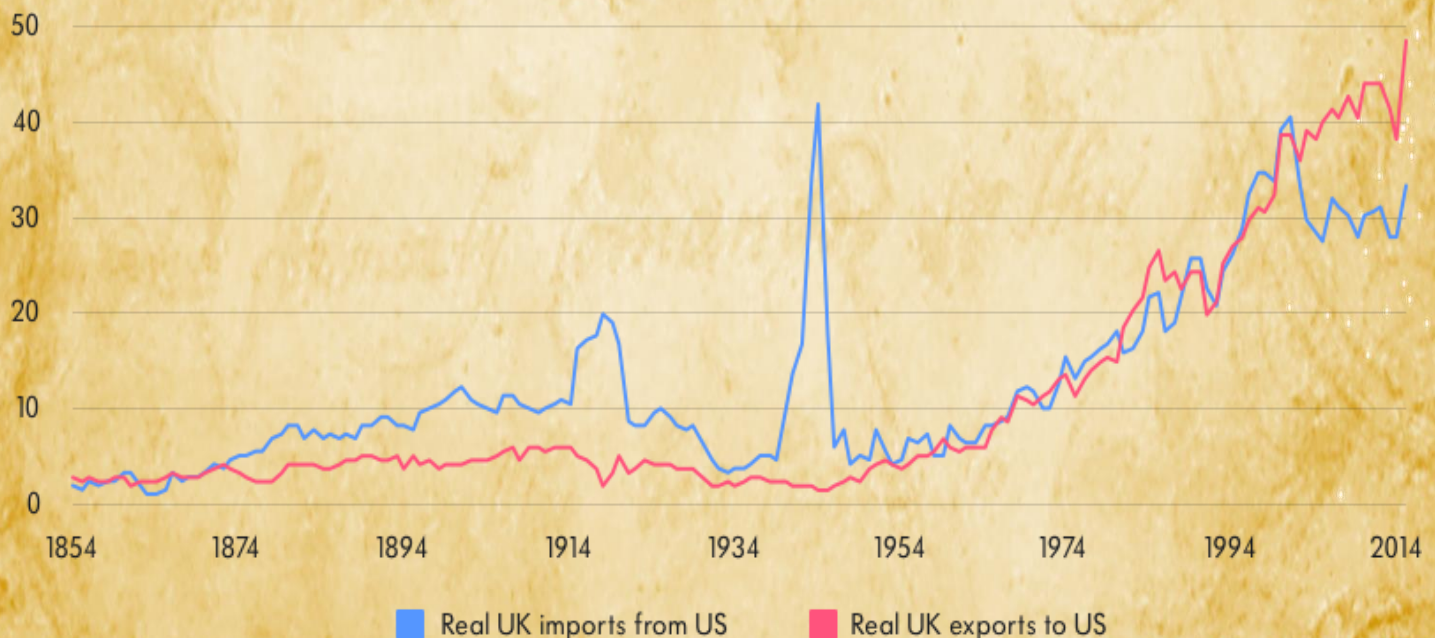
**Can you explain how food ingredients should be stored and give reasons?**



**Can you work within a budget to create a meal?**



**Do you understand the difference between a savory and sweet dish?**







## Challenge 9: English

You have been set the task to find out more about the evacuees under your care. You must find out as much as you can about William Beech: his early childhood; his time with Mr. Tom; and his life after WW2.



To write an autobiography using the correct features.

## Challenge 10: Geography

During the war, maps played a crucial role to plan routes for supply lines as well as planning where to attack, defend and retreat from the enemy.

You have been instructed by the Prime Minister to write a letter to the Royal Logistic Corps (the army's support unit) to help the army move supplies from one point to another, while avoiding the enemy.



Do you know what most of the ordnance survey symbols stand for?



Do you know how to use six-figure grid references?

ROAD INFORMATION		CITIES, TOWNS & VILLAGES	
M5	Motorway	Built up area	
30	Motorway junction with full access	Town / Village / Other settlement	
35	Motorway junction with limited access	Peterhead	Primary route destination
Maidstone	Motorway Service area with off road / full / limited access	<b>OTHER FEATURES</b>	
A48	Dual carriageway	National boundary	
	Single carriageway		County / Unitary Authority boundary
	With passing places		National / Regional park
[A30]	A' Road number		Forest park boundary
	Dual carriageway		Woodland
	Single carriageway	161	Spot height in metres
	with passing places		Summit height in metres
B62	B' Road number		Lake / Dam / River / Waterfall
	Dual carriageway		Canal / Dry canal / Canal tunnel
	Single carriageway		Beach
	With passing places		
	Minor road		
<b>OTHER TRANSPORT INFORMATION</b>			
	Car ferry route with journey times, daytime and night time		
	Railway line and station		
	Railway tunnel		
	Airport with scheduled services		
	Helipoint		







## **Challenge 11: English**

William's mother wants him to return to London during the middle of the Blitz. It is not safe for William - you must protect him. You need to write a letter to the Government persuading them to allow Mr. Tom to keep William in Little Weirwold under his care rather than sending him back to his mother in London.



Write a persuasive letter using all the correct features.



## **Challenge 12: Art**

The Prime Minister has asked you to find an artist who will draw a 'realistic' sketch of Adolf Hitler so that the people of Britain can see for themselves what he 'really' looks like. You have paid Richard Ziegler to do this for you.



Can you understand what messages the artist is trying to convey?



To use a full range of pencils, charcoal or pastels when creating a piece of observational art.  
(Hitler Charcoal sketch)







## Challenge 13: Art



Famous Artist - Lowry (Blitz paintings)



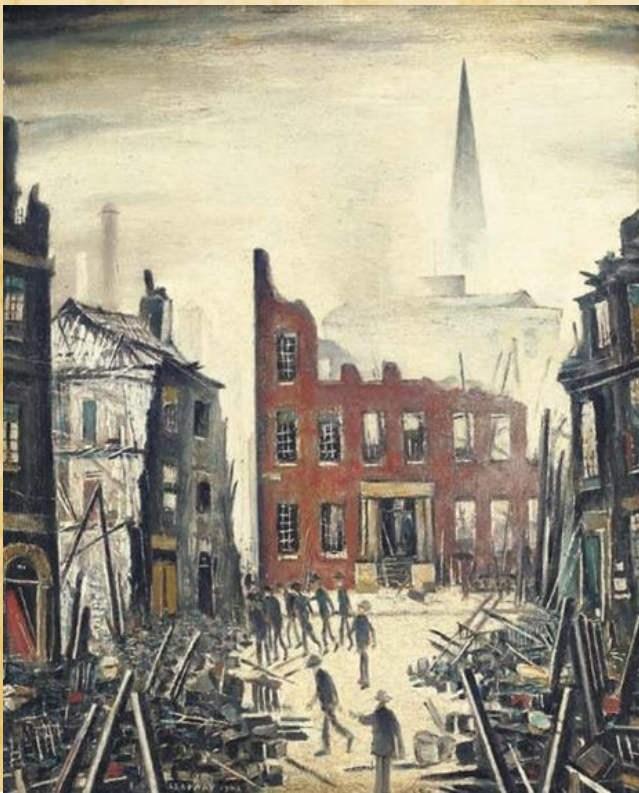
Britain has been bombed. The effects are devastating. L.S Lowry captures the scene immediately afterwards. The Prime Minister would like to know more about this artist to make sure his is not part of the German army trying to worry the British civilians about their current position in the war.



Can you explain the style of art used and how it has been influenced by a famous artist?



Can you understand what a specific artist is trying to achieve in any given situation?







## Challenge 14: History/English



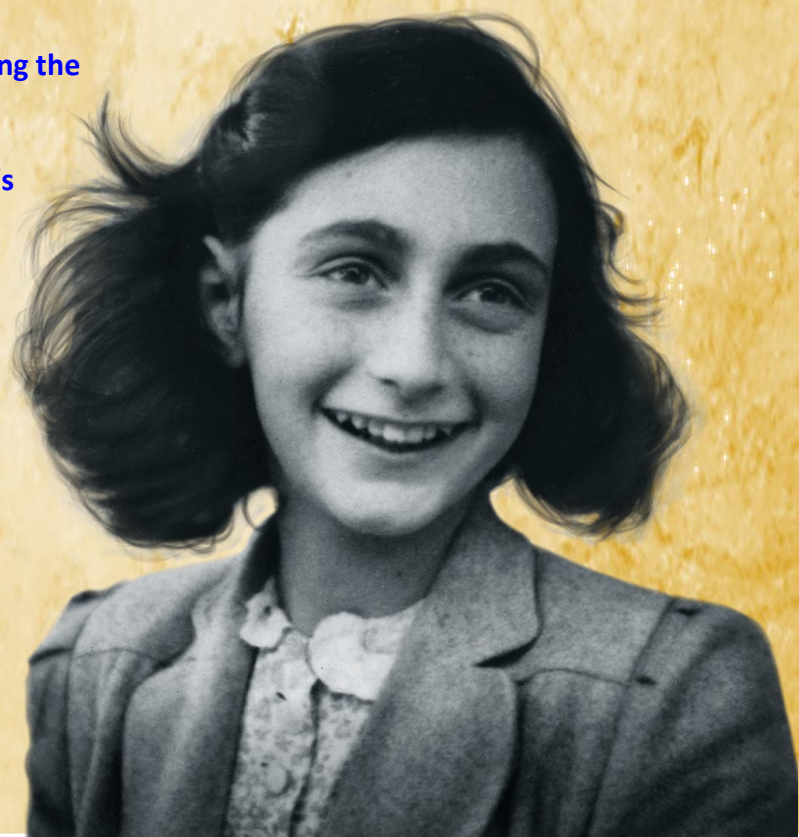
**Sticky Knowledge** – Millions of Germans were imprisoned and killed because they didn't fit into the 'perfect' German. Hitler wanted to create what he thought was the 'best' and strongest race. The group most heavily targeted by the Nazis were the Jews. Jewish families were forced into hiding or they faced being sent to the death camps.



To write a letter to Anne Frank describing the personal impact of her diary.



To write a diary entry from Anne Frank's Point of view.





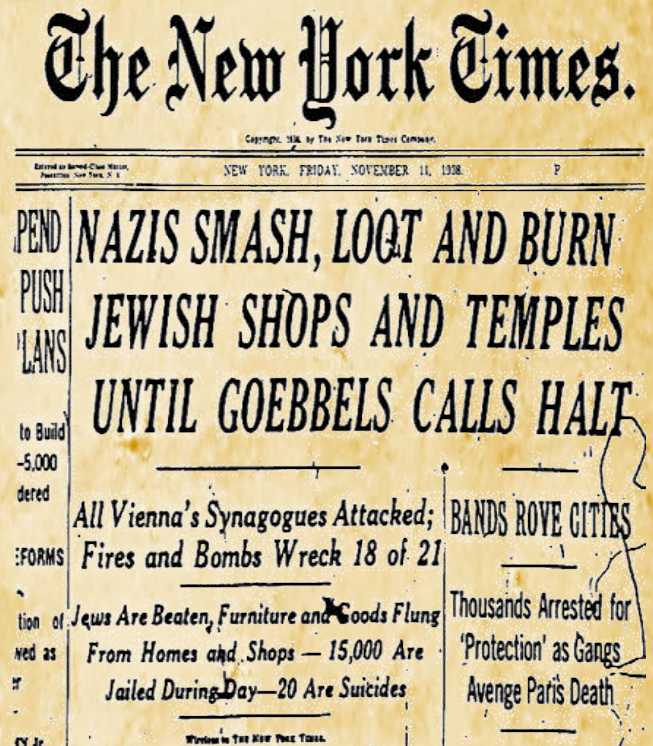


## Challenge 15: History/English

**Sticky Knowledge:** Around 6 million Jewish people were killed during WW2 in one of history's most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for German losing WW1 and claimed they were dangerous to German people and society.



To write a newspaper article reflecting on discrimination and the persecution of the Jews.



## Challenge 16: P.E - War dance

People's spirits are at an all-time low. The Prime Minister has instructed you to boost morale by cheering up citizens and helping them express their emotions through Dance.



Can you develop sequences in a specific style?

Can you work collaboratively to include more complex compositional ideas?

Can you develop motifs and incorporate into self-composed dances as individuals, pairs & groups?





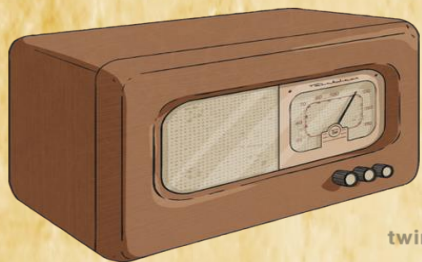
## Challenge 17: Music

Lots of music was created during the 1930s and 1940s at the height of World War 2 as another way of boosting morale for the people living in Britain during the war.

Your job is to listen to a range of songs and decide which ones to air on the radio.



I can compare and contrast the impact that different composers from different times have had on people of that time.



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## Challenge 18: Music

The Prime Minister's favourite song is Hey Mr. Miller.

Your task is to learn to sing Hey Mr. Miller in a round and add actions to the song, ready to perform for him on V.E Day.



I can sing in harmony confidently and accurately. I can perform parts from memory.

THE UNIVERSITY OF OKLAHOMA SCHOOL OF MUSIC  
in collaboration with  
The Shoahemman Center for Judaic and Israel Studies

### Amsterdam / Auschwitz: Jewish Composers Persecuted by the Nazis

				
Leo Selt	Paul Hermann	Eick Kattenburg	Martin Spasgaard	James Simon

Julie Davies - Soprano, Valerie Watts - Flute, Joel Burcham - Tenor, Leslie Flanagan - Baritone,  
Jonathan Ruck - Cello, Lorne Richstone - Piano, Carsten Schapkow - Speaker

7PM THURSDAY NOV. 9, 2017 // PITMAN RECITAL HALL // CATLETT MUSIC CENTER