



Y6 Autumn Term 2020/21



WHAT DOES FREEDOM MEAN TO ME?

"IT IS IMPORTANT TO UNDERSTAND WHAT PEOPLE MEAN BY FREEDOM?" NOMAN, AGE 10.
 "I AM GLAD SOMEONE HAD THE IDEA TO EVACUATE CHILDREN" SHEREFEDIN AGE 10
 AUTUMN 2020 - YEAR 6

The children will try to unpick the term 'Freedom'. They will use History and war as the main driver and how the political change effected countries such as the UK/Germany/Czechoslovakia. They will look at how people's **resilience** and small changes impacted on people's 'freedom' during the war and how these small changes were able to protect millions of people. We will also contrast this with how people's 'freedom' has been affected during the recent C19 pandemic.

The children will be **empowered** to create a class book of their experiences at St. Ann's. These experiences will be inspired by war and used as a driver to create writing, drama and history. The children will remember their own experiences, during C19 and try to understand what it would be like during war time. The lack of **respect** for certain cultures and rights and how it took away peoples' freedoms will be commented upon. They will look at how this effected children and families rights and then **communicate**, through their work. As part of the final outcome, their class books will be used as part of a display in the National Holocaust Museum to celebrate their **success**.

The children will need to show **resilience** throughout this project as they act upon using peer critique feedback to improve multiple drafts of their work until they had achieved excellent final outcomes. Children will work in different teams throughout showing their **teamwork** skills and give each other kind, helpful and often very specific feedback to improve their work.

What does 'Freedom' mean to me?

Outcome 1- To Write With Purpose.

To write an evacuee diary entry.

Outcome 2- To master Techniques.

Create a pencil portrait of someone who has impacted on our freedom.

We will also: create a then and now image to show contrast between time periods & create a painting in the style of one of the greats in water **colour/acrylic**.

Final Outcome - To present our class books of work to the National Holocaust Museum who will display our learning alongside their 'The Journey' exhibit

LINKED EXPERTS

National Holocaust Museum
 & Holocaust survivors (app)
 Drama Teacher
 Art specialist
 First hand experiences

We started our project about what Freedom means to me by considering what life was like in lockdown and what we had missed about our own lives because of the COVID pandemic.

I didn't know I'd miss

I didn't know I'd miss-

learning new, exciting things with the support of my classmates.

I didn't know I'd miss-

wearing my school uniform and the pride I felt once I wore it and the smiles from my family and friends. ✓

I didn't know I'd miss-

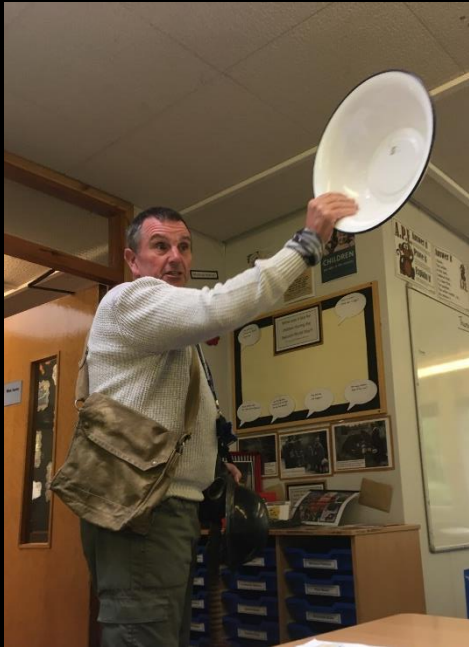
being a school council member and having the respect from all of my classmates. ✓

Abdul Asiz

I didn't know I'd miss-
going to my cousin's house and celebrating birthday parties



We then looked at freedom, using WWII as a driver to support our thinking. Our Sparkling Start involved some support from Mr Allen, who helped us see that life changed in Britain at the start of WWII.



In history, we listened to the declaration of war given by Neville Chamberlin and then we wrote our own declarations – people's freedoms and the life that they knew was going to change.



Date: _____ Marked By: _____ Independent or Supported: _____

History

Concept: To understand chronology
MS - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

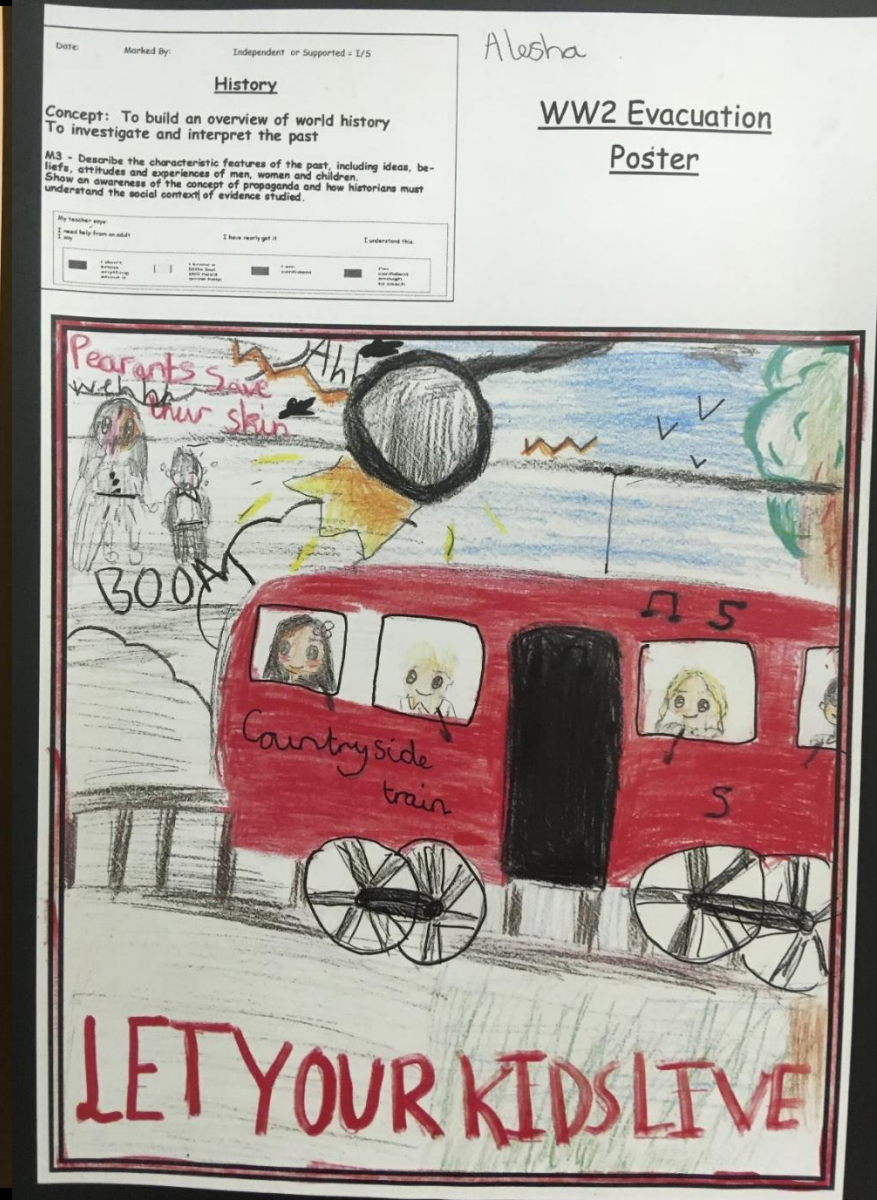
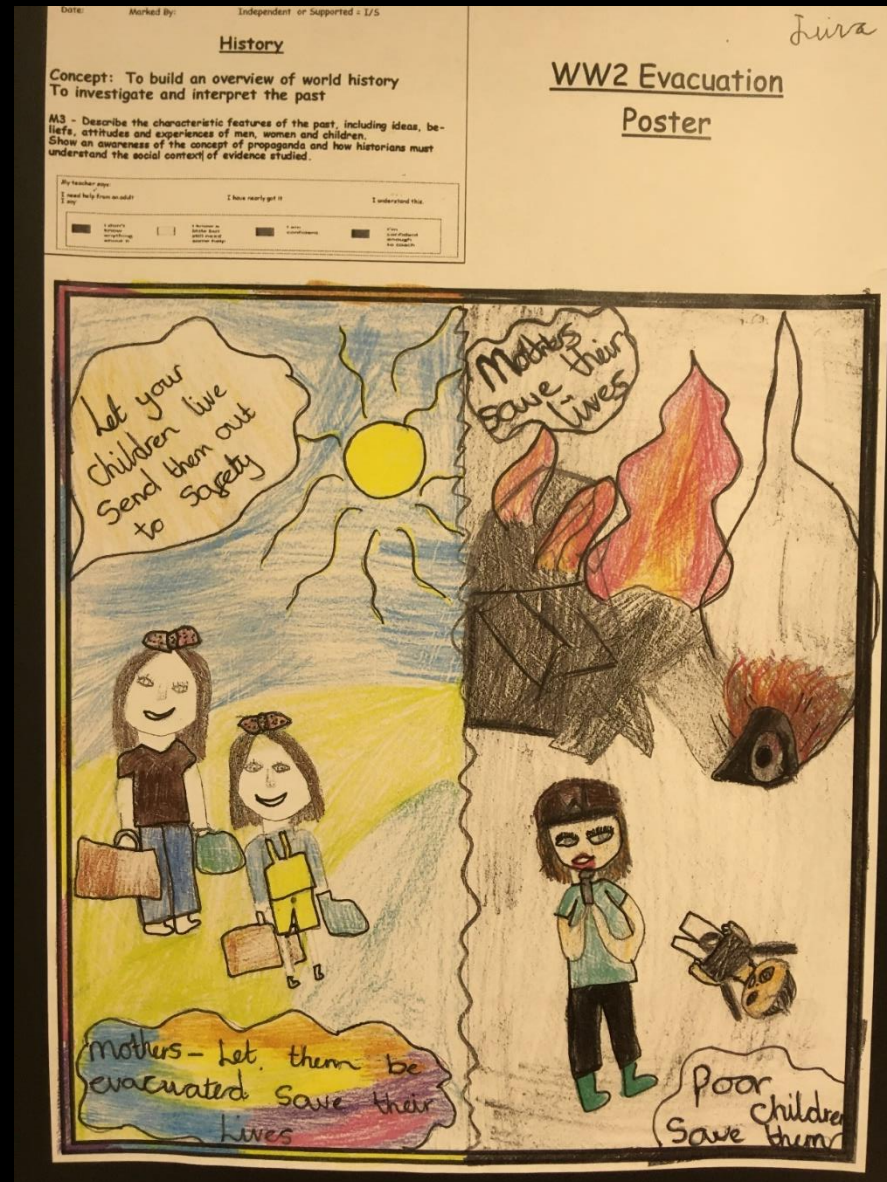
World War Two announcement

I am speaking to you from the cabinet room at 10 Downing Street. This morning, we sent Germany a deadline to withdraw their troops from Poland. We have not heard a reply from Germany so I have to tell you now, this country will be at war with Germany. We must ^{have} war with Germany because they have broken international law by invading other countries across the world. They have also tortured people because they have different cultures and faiths from them. We also don't want what happened to Poland, to happen to us. ✓



We found out that many people had to leave their homes during the war in order to stay safe from German bombing. Children living in big cities were evacuated to the countryside to live with new families. The freedom to live at home and carry on as normal was lost.

In history, we looked at propaganda and created our own posters to encourage families to send their children out of the cities.



Mini Outcome 1

LO: To write with purpose

To write an evacuee diary entry.



(2x literacy books)

For our first mini outcome we used our experiences from drama activities and history to write our own evacuee diary entry.

After our first drafts, we learnt about emotive language in English. Then we co-constructed a rubric and peers critiqued our writing.



Intro - what happened today and why! • Evacuation • Children leave homes • Government • Country side • Train	1 - On platform saying goodbye to family. • Say bye to mother • Stay sister Anna • try to stay strong • Love you my dear • feel heart broken • mum gave picture of her and dad	2 - The Journey • next to sister • took care of sister that crying • boyfriend nervous • take long time get there • toddlers shouting • toddlers
3 - Arriving in the countryside • blue sky • Colours • walking to hall • sitting in hall waiting for next family	4 - Being chosen by new family • Nice lady (Grace) • Safe • with sister • Went to her house • fancy cottage • She was a teacher	Conclusion - Feelings at the end of the day. • Sitting on bed alone • thinking mum dad • looking at the picture mum gave me

Mini outcome

First draft

Friday 16th September 1940

Dear Diary,

It is going to be a heartbreaking day. Me and my sister ^{Anna} are getting evacuated ^{to the countryside} but it's lots of other children ^{are getting evacuated too} too. They had to leave their families, even babies. I mean, I understand why the government is doing this.

It was early in the morning, when we got to the ^{train} station. We said goodbye to me mum. My dad was getting ready for war so we couldn't hug or kiss him goodbye. I hope he stays safe. My sister Anna was crying. I was sad but I tried to stay strong. Me mum said to me, 'Stay safe my dear'. I was heart broken. Me mum gave me a picture of her and my dad.

Purpose: to recount Audience: young readers 9-11 years old Formality: informal with historical style Text Type: diary		Learning Skills- Reflecto I know my strengths and weaknesses, and how to improve weaker areas.	
Super Six ☆☆☆☆☆☆		Rubric - (Diary Entry)	
		Student	Teacher
Going for green	Use cohesive devices within a paragraph i.e. use conjunctions, connectives and pronouns link the parts of your writing I can understand why they are doing it but I am still utterly miserable. Mother says that it might only be for a little while but I don't think she was quite telling the truth.	✓	✓✓
	Use emotive language. I am still utterly miserable	✓	✓✓
	Use punctuation accurately ? ! , . What if no one wants me? I'll write in you later diary, when hopefully someone might have chosen me!	✓	✓✓
Going for gold	Maintain tense within a sentence.	✓	✓✓
	Use cohesive devices across paragraphs. Punctuation to mark clauses. How we're on the train heading out of London, some of the best from my class at school are bouncing around the corridors, laughing raucously and shouting about what an amazing adventure it is.	✓	✓✓
	Ensure tense changes are accurate. (Obviously they don't know that when we get there, we'll	✓	✓✓

Critique

Be Kind Be Specific Be Helpful

★ Warm Feedback

I like that you use punctuation to accurately A.D

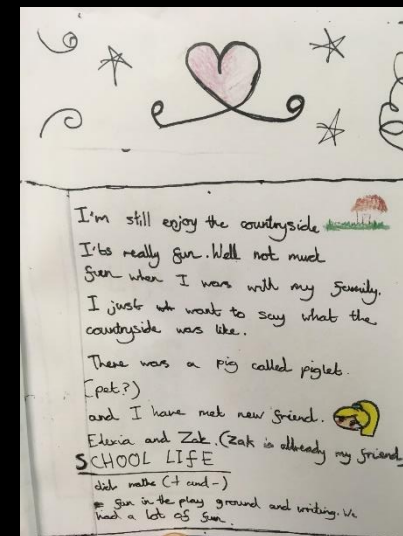
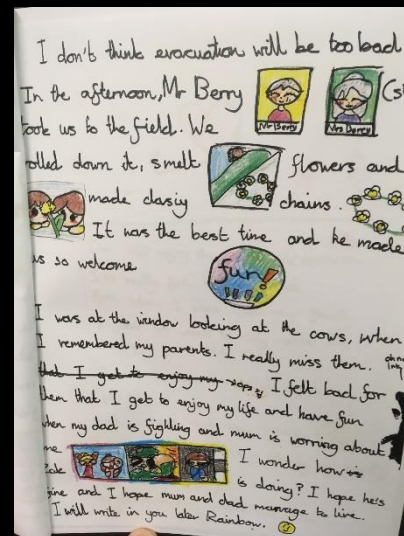
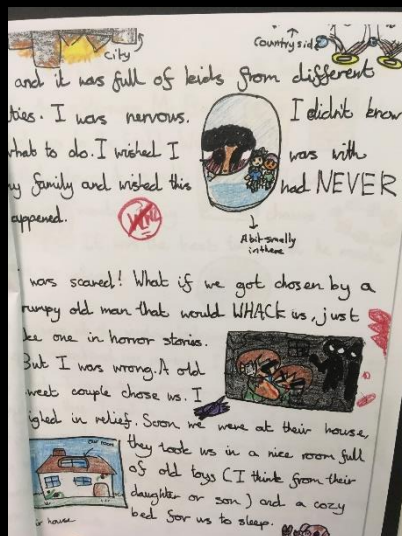
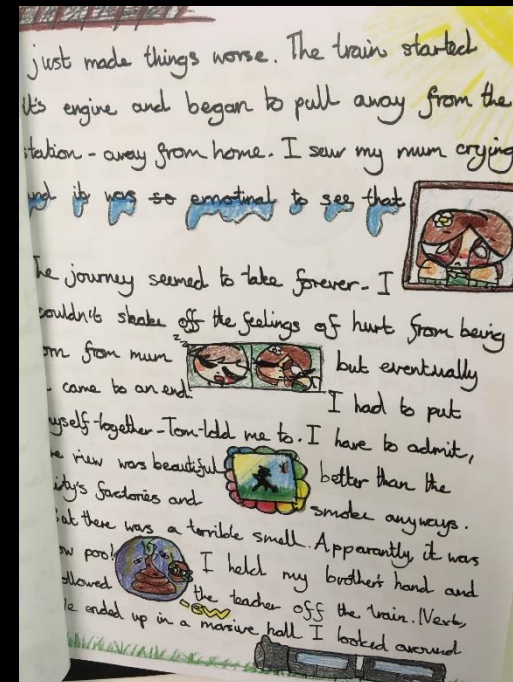
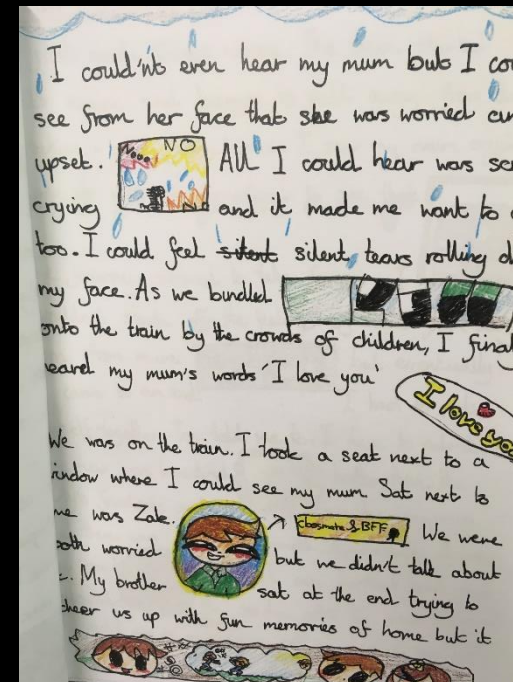
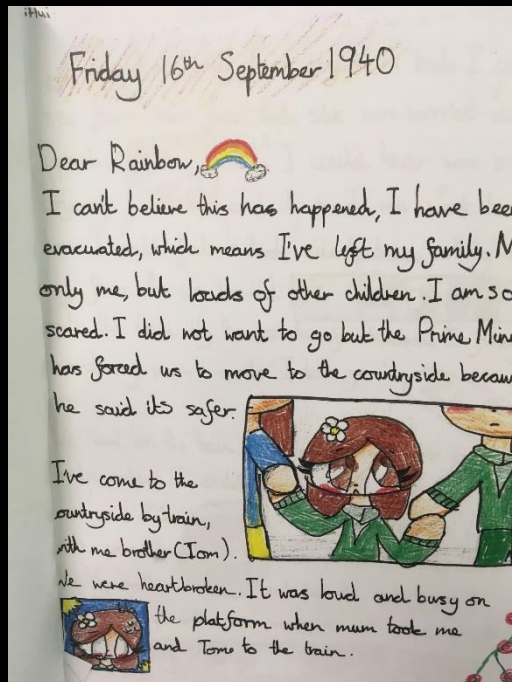
✖ Cool Feedback

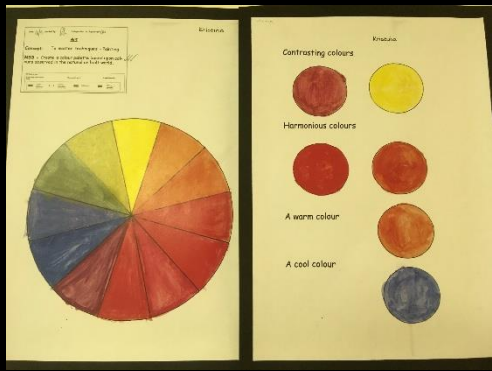
do use cohesive devices A.D

Article 29- You have the right to be the best you can be.

We acted upon feedback to improve our work and created a second draft before critiquing again.

Finally, we responded to that feedback and published our polished work.





We learnt how to paint in the style of one of the great artists whose work was affected by WWII – Vincent Van Gogh. We learnt how to place paint to create texture and produced our own paintings of the Blitz on London.



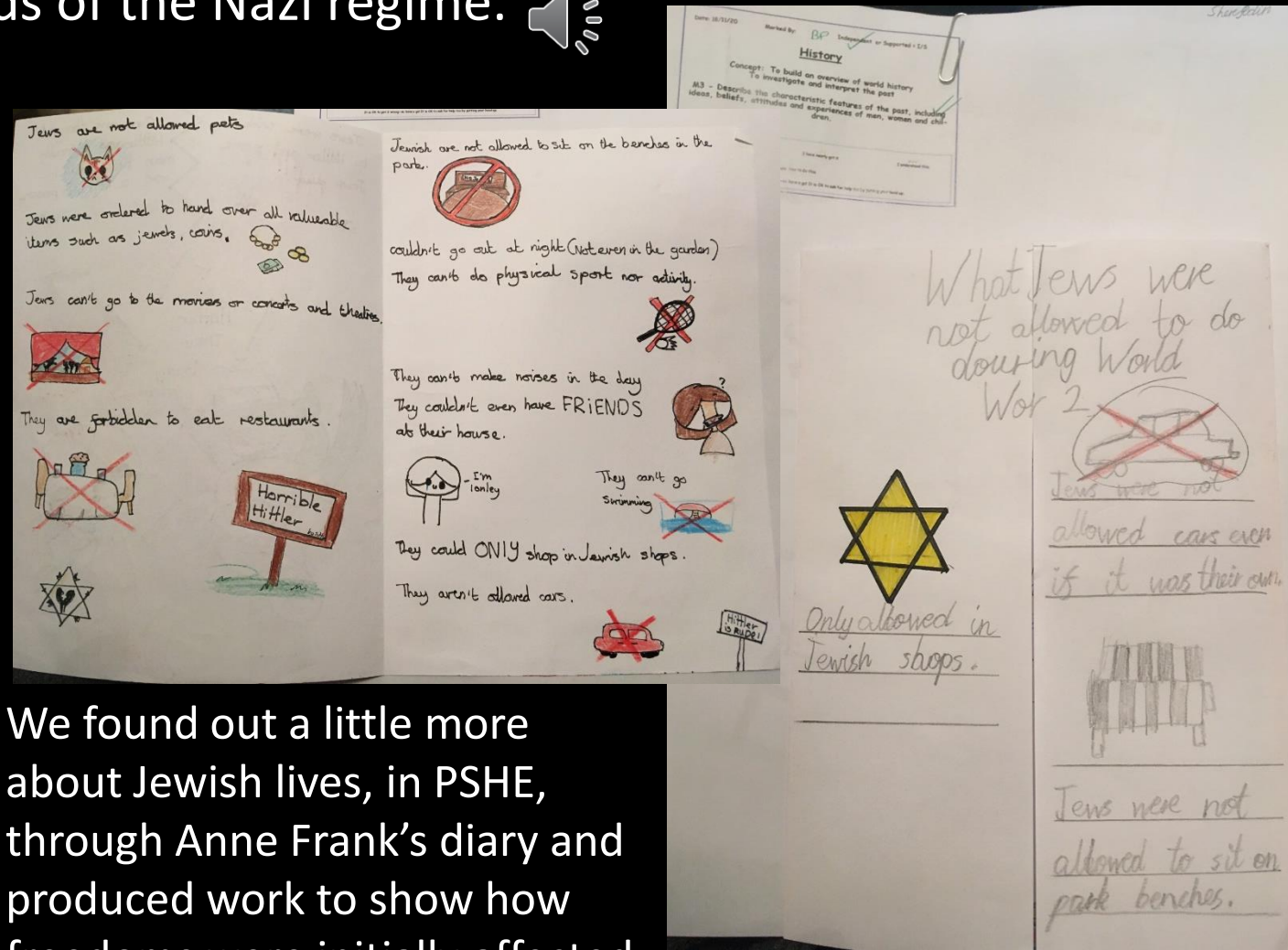
In Art, we found out that some artists were deemed to be inadequate by the Nazi party – their freedoms to express their work though art was taken away. Many great pieces of artwork were destroyed and some are still missing today – like 'The Road to Tarascon'..



In history, we built an overview of world history and discovered that Britain and the people in it were not the only ones to have their freedoms challenged. Jewish people had their lives turned upside down – their freedoms were taken away, they were treated terribly and many millions lost their lives at the hands of the Nazi regime. 🔊



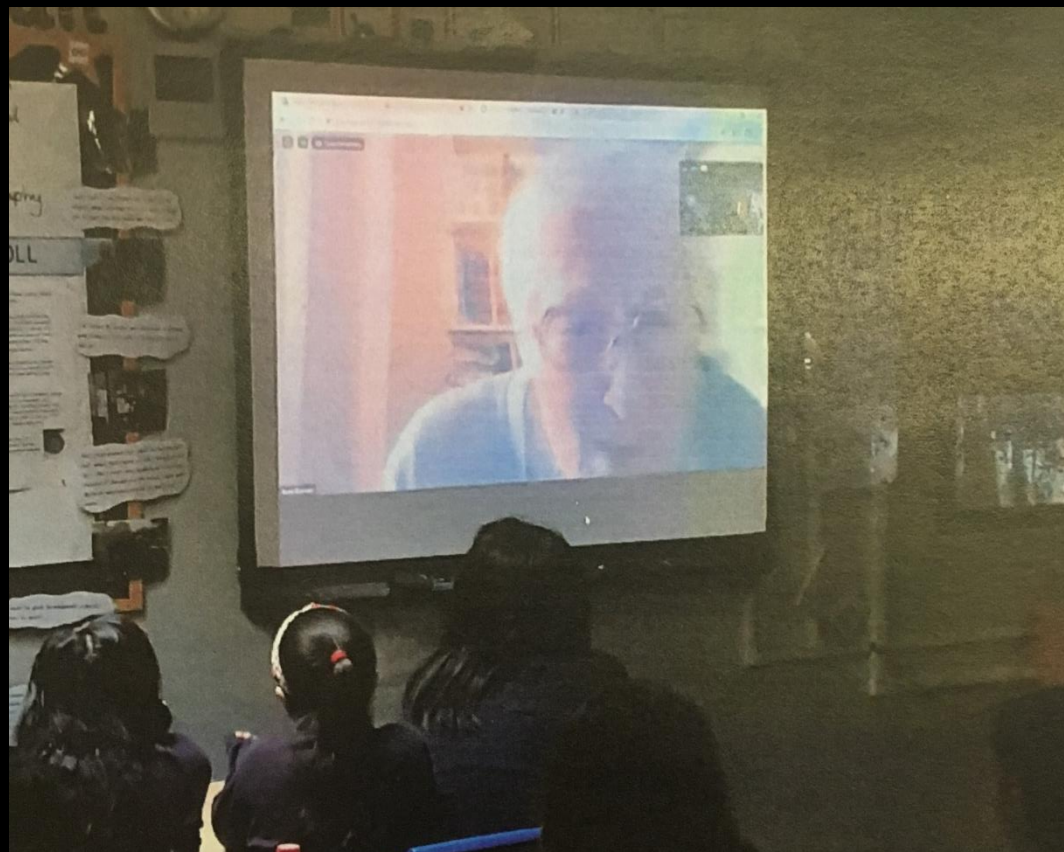
A visitor from the National Holocaust Centre came in and we learnt about the life of a Jewish boy through a new app called 'The Journey'.



We found out a little more about Jewish lives, in PSHE, through Anne Frank's diary and produced work to show how freedoms were initially affected.



Listening to Ruth, a Jewish survivor from WWII, and asking her questions about her life really helped us to understand what freedom meant to her. The National Holocaust Centre also sent a film crew as they wanted to use the footage to launch their learning app called 'The Journey'. We can't wait to see the results.



Hi All,
Thank you so much for yesterday.
I was blown away by how incredible your kids are.
They were so polite, accommodating and welcoming - It is such a pleasure to spend time in your school.
The email below is a message from Ruth about how she felt about the session. Please email me any questions that the class want to ask Ruth and I know she will take the time to reply.

I have another request.
The CEO wants to know if one of the students, preferable one who was filmed would be able to zoom into the live event on Thursday 3rd December to be asked another couple of questions. The event is 8pm - 9pm so I understand that this might be a bit late for most students, so please do not worry if you have to say no. They would obviously need to have access to the internet at home.

Please pass on mine and Ruth's comments to your colleague who wanted me to write something down about my visit and I will make sure that you get a copy of the final film plus the filming of the show and tell.

Thanks very much
Nicola

Dear Nicola,

It was a real pleasure, and a welcome temporary escape from reality, to be in the classroom at St. Anne's with you and the delightful group of 10-11 year olds. I hope the film turns out to your satisfaction. It is a much better way than having them all in the gallery on Zoom. I really felt myself to be in the classroom with you all. I am so sorry about the telephone. I had to have it on for you to call.

I hope we can do some more right in the classroom. I had a chat with Tania and she would love to come in the classroom too, if that is possible.





Do send me the other questions we didn't get round to and I will respond by email.
Keep safe and well
Love
Ruth

In our second mini outcome, we used pencil techniques to create portraits. We followed a cold piece, by creating a rubric and built our skills for creating shadow and light and also perspective in order to create realistic portraits.




Mini Outcome 2
LO: To master techniques

To create a pencil portrait of someone who has impacted on our freedom.




Date: 21/10/20 Marked By: Art Independent or Supported: Art
Name: Miroslava Date: 21.10.20
Concept: To master techniques - drawing
SC - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). ☒

My teacher says:
☐ I need help from an adult ☐ I have nearly got it ☒ I understand this




light

This painting is painted in an realistic style



light

This painting is painted in an impressionistic style







light

This painting is painted in an realistic style

Great Miroslava

Emily



Art (19.10.20)
Independent TS TA HLTA
Concept: To master techniques
SC: I can add effects to my artwork including shadow ☒
SC: I can draw in a realistic style ☒

We applied our skills to then create pencil portraits (using peer critiquing to improve our work at different stages) of other famous people who had fought for freedoms. In English, we researched our chosen freedom fighter and wrote biographies to go alongside our portraits.



Biography

Noor Inayat Khan

Noor Inayat Khan, was a British secret agent in World War 2, who was of great importance to the SOE. She was remembered for being the first female radio operator to be sent into Nazi-occupied territory.

Noor Inayat Khan was born on New years day 1914 in Moscow. Her father was Indian and her mother was American. Noor Inayat Khan's father was a musician and a sufi teacher. Noor was described as a quiet, shy, dreamy and sensitive person. She attended École Normale de Musique de Paris. Her family moved to London where her siblings were born and attended nursery at Notting Hill. In 1920, the family relocated and settled in 'Franzil Manzil'

We applied our skills to then create pencil portraits (using peer critiquing to improve our work at different stages) of other famous people who had fought for freedoms. In English, we researched our chosen freedom fighter and wrote biographies to go alongside our portraits.



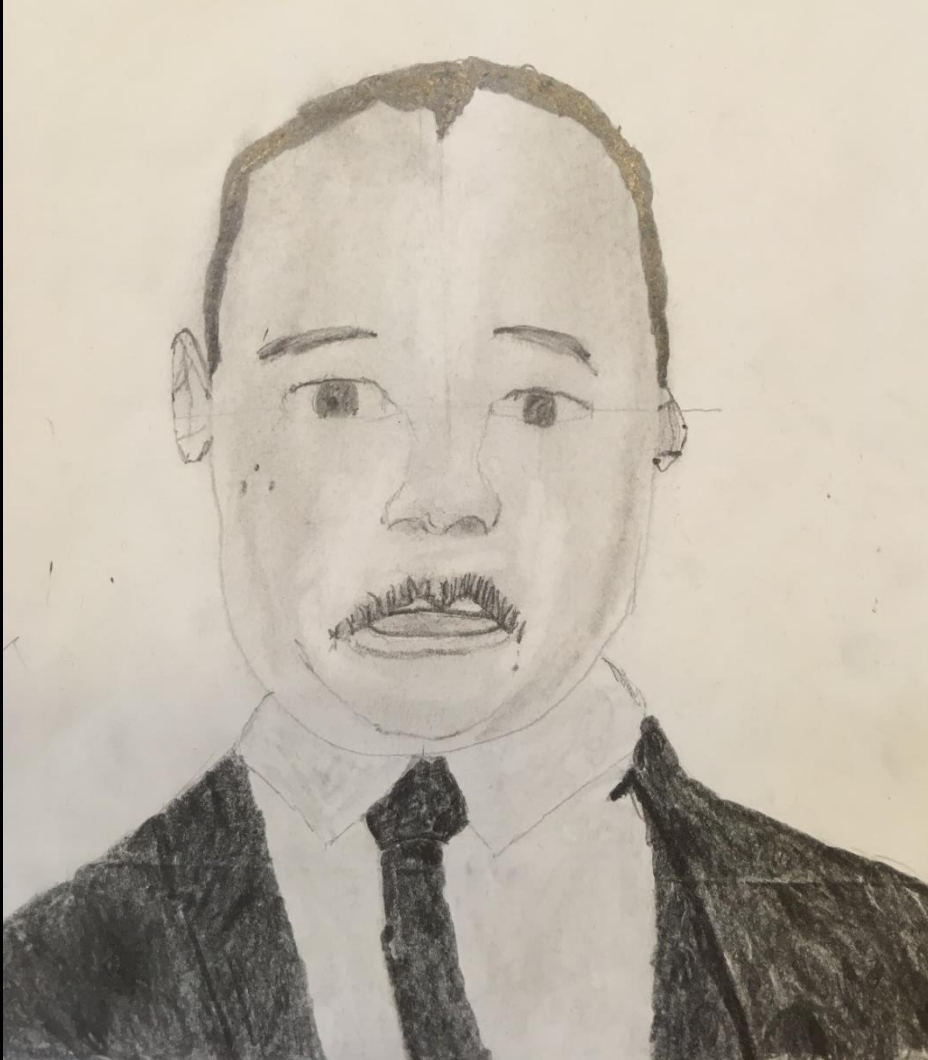
Anne Frank Biography

Anne Frank was a Jewish, German girl who wrote a diary in World War II. Her now famous diary ensures that people continue to remember how Jewish people were treated by the Nazi Party regime.

Anne Frank was born in Frankfurt, Germany on the 12th June 1929. She had an older sister called Margot, a father (Otto) and a mother, Edith. From birth, Anne was an outgoing girl and had a love for life. She started school in 1934, and throughout the rest of the 1930s, she lived a relatively happy and normal childhood. At school, she was a bright and inquisitive student with lots of friends.

In 1939, Anne's family were forced to move to Holland in order to escape the torment and restrictions imposed by the Nazi regime. They had to quickly move the family from Germany as Hitler had become a strong force behind its government and the way its people viewed Jews. Jewish families were being attacked, businesses

We applied our skills to then create pencil portraits (using peer critiquing to improve our work at different stages) of other famous people who had fought for freedoms. In English, we researched our chosen freedom fighter and wrote biographies to go alongside our portraits.



Martin Luther King

Martin Luther King was a black African American who fought for civil rights in the 1950's and 60's. His speeches became world-renowned and he helped change racial segregation laws across America.

Martin was born on January 15th 1929 in Atlanta, USA. At birth, he was named Michael King but his father later changed his name to Martin Luther King. He enjoyed his childhood and he and his siblings learned how to play the piano from their mother and were guided by spiritual teachings from their dad and grandfather.

Subhan

What does freedom mean to me?



These are some of our reflections and responses:

27.11.20

What does freedom mean to me?

Freedom to me means to be treated equally and to have fair rules. Not to be scared to open your front door and do activities. Freedom means to be free to make your own decisions and have your own opinions. Being and feeling safe makes you feel open about yourself and allows you to thrive. Don't be scared to stand up and say something about what's happening in your life if you feel it is wrong. Freedom means to interact with others whoever they may be and whatever they believe. Make your own choices, don't be controlled. Sometimes our freedoms can be taken away, like in lockdown, but these were taken to keep us safe. We need to think about freedom and what happened in the past to help us work on getting our freedoms

back and better in the future. People all over the world are desperate to get a safe and freedom.

Freedom to me means that you're not unfairly being told what to do and that you can make your own decisions. I believe that we need to know about the bad things that have happened in the past so we can make the future better. When we learnt about World War Two and we listened to Ruth who was a Jewish lady who survived WWII, I found that freedom really means to feel safe, without this no one will feel free.

What does freedom mean to me?

Freedom to me means that I have the right to participate in various social activities and I am able to make my own decisions. I can go outside to play with my friends and have the freedom to enjoy life and have fun.

27.11.20

What does freedom mean to me?

It means that we are free to do our favorite activities such as swimming and other sports. I also believe it means that there has to be fair rules and that people shouldn't be controlled. We need to be free to make our own choices and to be treated equally. Following the visit from Ruth, who was a survivor of WWII, I think it also means to be safe and not to feel scared or threatened. We must be able to enjoy our lives. She said the most important thing about having freedom is to be safe, and I agree with this but freedom means to me to do more activities when I choose and to stay happy with my friends. However because of covid-19 I do not have that much freedom at the moment.