



Easton CE Academy

Year 6 Curriculum

High Expectations

Experiences

Aspirations

Teach to remember



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject	Geography		D&T	Art Poem and Artist	History	
Title	Where is the most dangerous place to live?		Magical stitches	Wonderful Waves	How was Britain effected by the blitz?	
	<p>Locational knowledge:</p> <p>locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Locating places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p> <p>Human and physical geography:</p> <p>describe and understand key aspects of physical geography, including: volcanoes and earthquakes.</p> <p>Skills and understanding:</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>Design</p> <p>To evaluate products and identify criteria that can be used for their own designs.</p> <p>To produce drawings with labels to show what they intend to make.</p> <p>Make</p> <p>To know how to sew using a range of different stitches.</p> <p>To know that joining needs to be strong and secure.</p> <p>Evaluate</p> <p>To evaluate their product against the specification.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing and painting</p> <p>To learn about great artists.</p> <p>Skills & techniques:</p> <p>Select and develop ideas confidently, using suitable materials confidently</p> <p>Improve quality of sketchbook with mixed media work and annotations</p> <p>Select own images and starting points for work</p>	<p>Historical knowledge</p> <p>I can give an overview of World War 2 and its key events.</p> <p>I can sequence main events related to Britain during WW2</p> <p>History concepts</p> <p>Change and development:</p> <p>I can explain what changed at different times during WW2</p> <p>Evacuation, rationing, air raid shelters, jobs</p> <p>Cause and effect:</p> <p>I know how and why WW2 started</p> <p>I know how and why children were evacuated</p> <p>Significance and interpretations:</p> <p>I can explain why Adolf Hitler was significant to the events of WW2</p> <p>I can explain the significance of Anne Frank’s diary</p> <p>I understand that the events of WW2 can be interpreted differently by different people</p> <p>Historical skills – enquiry and sources:</p> <p>I can plan an investigation to ask historical questions and come to a substantiated conclusion</p> <p>Using sources as evidence:</p>	



	<p>Describing and understanding a range of key physical processes and the resulting landscape features.</p> <p>Understanding how human activity is influenced by climate and weather.</p> <p>Understanding hazards from physical environments and their management, such as earthquakes near fault lines.</p> <p>Mini D&T unit: Make a volcano</p>		<p>Develop artistic/visual vocabulary when talking about own work and that of others</p> <p>Build on previous work with colour by exploring intensity</p> <p>Introduce acrylic paint</p> <p>Develop watercolour techniques</p> <p>Explore using limited colour palettes</p> <p>Investigate working on canvas experiment with colour in creating an effect</p> <p>Mark make with paint (dashes,</p>	<p>I understand the difference between primary and secondary resources</p> <p>I can use a range of source types as evidence and explain why I have chosen the source.</p> <p>Mini Art unit: Blitz Artwork</p>
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			blocks of colour, strokes, points) Develop fine brush strokes	
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Subject	Term 1	Term 2	Term 3	Term 5	Term 6
Science	Electricity	Evolution and inheritance – Into university unit	Classifying living things	Heathy bodies	Light – let it shine
	<p>Real life contexts – take apart plugs and wires</p> <p>We are being scientists by:</p> <ul style="list-style-type: none"> -asking questions and planning enquiries - observing and measuring - recording and interpreting data - evaluating <p>Key concepts: Understand electricity as the flow of electrons through a conductor. Associate the brightness of a lamp or volume of a</p>	<p>Real life contexts – links to roles in work and society</p> <p>We are being scientists by:</p> <ul style="list-style-type: none"> - asking questions and planning enquiries - observing and measuring -recording and interpreting -researching - evaluating <p>Key concepts: Living things have changed (evolved) over time and fossils provide us with information about living</p>	<p>Real life contexts – meet a biologist</p> <p>We are being scientists by:</p> <ul style="list-style-type: none"> - asking questions - planning an enquiry - observing and measuring - researching <p>Key concepts: Living things are classified into broad groups based on common observable characteristics and</p>	<p>Real life contexts – sports day</p> <p>We are being scientists by:</p> <ul style="list-style-type: none"> - asking questions and planning enquiries - observing and measuring -recording and interpreting -researching - evaluating <p>Key concepts: identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p>	<p>Real life contexts – design a pair of sunglasses</p> <p>We are being scientists by: Asking questions Planning an enquiry Observing and measuring Recording data Interpreting Evaluating</p> <p>Key concepts: Light is a form of energy that travels in waves. Light appears to travel in straight lines. Objects are seen because light travels form light courses to our eyes. As light travels in straight lines, objects that block</p>



	<p>buzzer with the number and voltage of cells in a circuit.</p> <p>Compare and give reasons for variations in how electrical component function.</p> <p>Use recognised scientific symbols in diagrams.</p>	<p>things that used to inhabit the Earth</p> <p>Living things produce offspring of the same kind but these offspring are not identical to their parents</p> <p>Living things are adapted to suit their environment in different ways and that adaption may lead to evolution.</p>	<p>based on similarities and differences, including microorganisms, plants and animals.</p> <p>Understand the scientific evidence is used to support or refute ideas.</p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>light cast shadows which are the same shape as the objects that cast them.</p>
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Computing	Coding	Spreadsheets & Online Safety	Text Adventures	Networks	Understanding Binary	Blogging & Quizzing
	<p>To design a playable game with a timer and a score.</p> <p>To plan and use selection and variables.</p> <p>To understand how the launch command works.</p> <p>To use functions and understand</p>	<p>To use a spreadsheet to investigate the probability of the results of throwing many dice.</p> <p>To use a spreadsheet to calculate the discount and final prices in a sale.</p> <p>Create a formula</p>	<p>To find out what a text-based adventure game is and to explore an example made in 2Create a Story.</p> <p>To use 2Connect to plan a 'Choose your own Adventure' type story.</p> <p>To use 2Connect plans for a story adventure to make</p>	<p>To discover what the children know about the Internet.</p> <p>To find out what a LAN and WAN are.</p> <p>To find out how we access the internet in school.</p> <p>To research and find out about the age of the internet.</p> <p>To think about what the future might hold.</p>	<p>To examine how whole numbers are used as the basis for representing all types of data in digital systems.</p> <p>To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits,</p>	<p>To identify the purpose of writing a blog.</p> <p>To identify the features of successful blog writing.</p> <p>To plan the theme and content for a blog.</p> <p>To understand how to write a blog and a blog post.</p> <p>To consider the effect upon the audience of</p>



	<p>why they are useful.</p> <p>To understand how functions are created and called.</p> <p>To use flowcharts to test and debug a program.</p> <p>To create a simulation of a room in which devices can be controlled.</p> <p>To understand the different options of generating user input in 2Code.</p> <p>To understand how user input can be used in a program.</p> <p>To understand how 2Code can be used to make a text-based adventure game.</p>	<p>to help work out the prices of items in the sale.</p> <p>To use a spreadsheet to plan how to spend pocket money and the effect of saving money.</p> <p>To use a spreadsheet to plan a school charity day to maximise the money donated to charity.</p> <p>To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.</p> <p>To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.</p> <p>To identify the benefits and risks</p>	<p>the adventure using 2Code.</p> <p>To introduce an alternative model for a text adventure which has a less sequential narrative.</p> <p>To use written plans to code a map-based adventure in 2Code.</p>		<p>which is why they are called digital systems).</p> <p>To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.</p> <p>To examine how whole numbers are used as the basis for representing all types of data in digital systems.</p> <p>To recognise that the numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and 11</p> <p>To represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary.</p> <p>To examine how whole numbers are used as the basis for representing all types of data in digital systems. To represent</p>	<p>changing the visual properties of the blog.</p> <p>To understand how to contribute to an existing blog.</p> <p>To understand the importance of commenting on blogs.</p> <p>To peer-assess blogs against the agreed success criteria.</p> <p>To understand how and why blog posts and comments are approved by the teacher.</p> <p>To create a picture-based quiz for young children.</p> <p>To learn how to use the question types within 2Quiz</p> <p>To explore the grammar quizzes.</p> <p>To make a quiz that requires the player to search a database.</p> <p>To make a quiz to test your teachers or parents.</p>
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		<p>of giving personal information and device access to different software.</p> <p>To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</p> <p>To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</p> <p>To begin to understand how information online can persist</p>			<p>whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary.</p> <p>To explore how division by two can be used as a technique to determine the binary representation of any whole number by collecting remainder terms</p> <p>To examine how whole numbers are used as the basis for representing all types of data in digital systems. To represent the state of an object in a game as active or inactive using the respective binary values of 1 or 0.</p>	
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		<p>and give away details of those who share or modify it</p> <p>To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</p> <p>To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</p> <p>To begin to understand how information online can persist and give away</p>				
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		details of those who share or modify it				
RWV	What does it mean to be a Muslim in Britain today?		What matters most to Christians and Humanists?		What would Jesus do?	
	<p>SACRE Objectives: Make links between Muslim practice of the five pillars and Muslim beliefs about God Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad Describe and reflect on how the Qur'an is significant to Muslims Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim Identify and explain connections between the main functions of the Mosque and Muslim beliefs</p>		<p>SACRE Objectives: Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. Describe some Christian and Humanist values simply. Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p>		<p>Understanding Christianity Objectives to cover: Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today. Identify features of gospel texts for example teachings, parable and narrative</p>	
PHSE	Being me in my world & Building my class community	Celebrating difference	Dreams and goals & Internet Safety	Anxiety Cognitive Behaviour Therapy and Transition	Relationships	Changing me
	I can recognise my class as community I know all the children in my new class	I can empathise with people who are living with disabilities (J1) I am aware of my attitude towards	I understand why it is important to stretch the boundaries of my current learning (Jigsaw 1)	Anxiety and Transition Lesson 1: The first day of school (Term 6) Anxiety and Transition Lesson 2:	Know that it is important to take care of my mental health Know how to take care of my mental health Understand that there	J1 - aware of my own self-image and how my body image fits into that J2-explain how girls' and boys' bodies



	<p>I feel welcome and valued and know how to make others feel the same (Jigsaw 1)</p> <p>I understand my own wants and needs and can compare these with children in different communities (Jigsaw 2)</p> <p>I understand my own wants and needs and can compare these with children in different communities (Jigsaw 3)</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them (Jigsaw 4)</p> <p>I can contribute to the group and</p>	<p>people with disabilities (J2) I know how it can feel to be excluded or treated badly by being different in some way (J3)</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one (J4)</p> <p>I appreciate people for who they are (J5)</p> <p>Anti-bullying Week</p>	<p>I can set success criteria so that I will know whether I have reached my goal (Jigsaw 2)</p> <p>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations (Jigsaw 3)</p> <p>I can empathise with people who are suffering or who are living in difficult situations (Jigsaw 4)</p> <p>I can give praise and compliments to other people when I recognise their contributions and achievements (Jigsaw 5)</p> <p>Internet Safety Week</p>	<p>Moving up to the big school! (Term 6)</p> <p>I am motivated to give my body the best combination of food for my physical and emotional health. (Jigsaw 1)</p> <p>I am motivated to find ways to be happy and cope with life's situations without using drugs (Jigsaw 2)</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this (Jigsaw 3)</p> <p>I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen (Jigsaw 4)</p> <p>I can use different strategies to manage stress and pressure (Jigsaw 6)</p>	<p>are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>Recognise when people are trying to gain power or control</p> <p>Judge whether something online is safe and helpful for me</p> <p>Use technology positively and safely to communicate with my friends and family</p>	<p>change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>J3 - describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>J4 - understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>Anxiety curriculum Transition lesson 1 – Page 157 6 Anxiety curriculum Transition lesson 2 – Page 160 FGM lesson</p>
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	understand how we can function best as a whole (Jigsaw 5)					
PE	Term 1 Real Gym – Unit 2 Cog focus for assessment – Cognitive	Term 2 Real dance – Unit 1 Cog focus for assessment – creative	Term 3 Real PE - Unit 3 Cog focus for assessment - Social	Term 4 Real PE - Unit 4 Cog focus for assessment – Applying physical	Term 5 Real PE - Unit 5 Cog focus for assessment - Health and fitness	Term 6 Real PE- Unit 6 Cog Focus for assessment - Personal
	3 Weeks: Partner Work 3 Weeks: Large Apparatus I can read and react to difference gymnastics situations as they develop. (Exceeding) I can recognise and suggest patterns of play which will increase chances of success. (Expected) I can identify specific parts of performance to	Week 1: Shapes Solo Week 2: Circles solo Week 3: Artistry Abstraction Week 4: Artistry Musicality Week 5: Partnering lifts Week 6: Artistry (Making) I can use variety and creativity in the making and performance of my dance. (Exceeding) I can respond in varied and imaginative ways	Dynamic Balance: On a line (FUNS 5) Counter Balance With a partner (FUNS 7) I can involve others and motivate those around me to perform better. (Exceeding) I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. (Expected) I cooperate well with others and give	Static Balance: One Leg (FUNS 1) Dynamic Balance to Agility: Jumping and landing (FUNS 6) I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. (Exceeding) I can use combinations of skills confidently in sport specific contexts. I can	Static Balance: Stance (FUNS 4) Coordination: Footwork (FUNS 10) I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. (Exceeding) I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. (Expected)	Agility: Ball Chasing (FUNS 11) Coordination (Sending And Receiving (FUNS 8) I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. (Exceeding) I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself



	work on. (Working towards)	to different situations and tasks. (Expected) I can change tactics, creative choices and movements to make activities more fun or challenging, and when I feel that what I am doing isn't right for me. (Working Towards)	helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. (Working Towards)	perform a range of skills fluently and accurately in practice situations. (Expected) I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. (Working Towards)	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. (Working Towards)	appropriate targets. (Expected) I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. (working Towards)
Sport	Basketball Control the ball when dribbling using shoulder and wrist movements. . Be able to add an end product such as passing after dribbling skill has been performed. . Understand the different types of passing; chest pass, shoulder pass and bounce pass.	Handball To use throwing skills/technique to improve the accuracy of a throw . To implement the techniques learned to improve the consistency of catching skills . To use movements to create space and options for team mates to have an attacking	Tag Rugby Introduce the concept of tagging and passing once tagged .Play conditioned games-progressing games rule by rule to lead to full game scenario (7Vs7) .Ensure participants understand direction of play and point scoring . Practice passing technique including direction of pass	Hockey Focus on introducing the grip, stance, and rules regarding health and safety • Understand how to dribble including change of direction with control • Learn the push pass and receiving of the pass safely with control To ensure all participants understand the correct technique for shooting	Football Being able to dribble a ball in close proximity of others to show control .To gain a better understanding of the spatial awareness needed in football . To learn the correct technique for making a pass in football .Learning the basis of how to be consistent using the correct techniques in football and doing this over short/long distance	Cricket: .To develop a batting grip and set up .Gaining a good understanding of where to hit the ball to avoid the fielding team .Improving on hand eye coordination and agility .Improving catching ability and the consistency with it using techniques learned . To develop a safe and effective throw . Gain an understanding of



<p>. Greater ability to receive the ball by making a target for the person passing to aim at. .Be able to perform each type of passing with greater accuracy and confidence. .Be able to effectively work together as a team to score a basket. .Develop the accuracy of dribbling, passing and shooting skills. .Be able to combine dribbling, passing and shooting skills and incorporate them into a game situation. .Be able to work together as a team to work towards scoring a basket and</p>	<p>opportunity . Using a range of passing to increase the chances of creating a chance to score</p>	<p>and passing on the move . Learn how to close down space for attacking players . Understand how to make a defensive line and defending as a team . Attacking the try line(1V1) - practice beating your opponent . Develop attacking and defending strategies through gameplay . Learn the rules and play to the spirit of the game . Attacking the try line to score Learn how to be a good support player, taking up appropriate positions . Understand how to continue to support the team once you have passed</p>	<ul style="list-style-type: none"> • To develop participants power and accuracy of shot • Explore tactics and the concept of 'AttackVsDefence' • Gain an understanding of options when attacking and defending • Explain to players how to shield the ball and keep the ball under control • Learn how and when to steal the ball from an opponent • Explain the concept of marking opposing players when defending 	<p>.Understanding how the weight of a pass can help your team mates .Learning to shoot at a target and using technique to improve the accuracy and consistency of this .Learning different positions where you should be on a pitch when in possession and when out of possession .Using the team to progress forward when attacking and to work hard and defend as a team</p>	<p>where to throw the ball so that we can aim to hit the stumps .Develop the understanding of when to use a certain skill in cricket .Develop an understanding of how cricket skills work together in a game scenario Athletics: .To develop the consistency of their actions in a number of athletic events .To focus on their technique when competing in events .To increase the amount of different techniques they use for the different events .To be able to self evaluate their own performance as well as encourage others to work to the best of their ability .To be able to perform movements with better fluency, efficiency and speed</p>
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	defending your own basket.		. Learn the 5 tag rule; during a game scenario			.To sustain pace over short and long distances .To explain why
Cooking	Festival of light cooking				Somali day	WW2 rationing
	<p>Cooking for myself - Vegetable curry linked to Festivals of light RE</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>				<p>Cooking for the community - Learn about Somali culture and cook some Somali food with help from mums.</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Cooking for my family - Carrot fudge and other WW2 recipes linked to WW2 topic History – rationing task.</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>



Year 6

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject	Geography		DT	Art Poem and Artist	History	
Title	Where is the most dangerous place to live?		Magical Stitches	Wonderful Waves	How was Britain effected by the blitz?	
Launch event	Rotation of activities- tornados in bottle, oreo earthquakes, vocab sheet, disaster drills – NEEDS PLANNING		Harry Potter day- teachers dress up, make potions and watch the film. Receive a letter from HP	Artist visit?	Blitz art work for display Tyntesfield trip	
Showcase	Volcanoes exploding and presentations – parents invited Purple jumper assembly Festival of light-		Display bags at STEM showcase	Art gallery	Play Leavers assembly Victory party- parents invited History Museum	
Trip/visitor	First aid with school first aiders Y6 camp- 3 days	Into- University- 1 week –zoo trip science	Biologist visitor – classifying living things		Lifeskills- PSHE Tyntesfield- WW2	Watersports @ Young Bristol x 2 Brean- reward
Special days				Book Week- International Women’s day-	History day- The Bristol Bus Boycott and Roy Hacket	Art day
Cross-curricular reading	Volcanoes- Guided reading Bushfires- newspaper article	Floodlands Earthquakes information sheet	Harry Potter Instructions –how to sew		Four Bristol Slaves information- History day	Carries War



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	Electricity – information text					
Cross-curricular writing	Explanation Bush fire starting Report- Earthquakes		Evaluating of designs Persuasive writing – buy my wand case.		Science: Healthy Bodies Non Chronological report WW2: Letter Warning and time hop story – blitz,	
Cross-curricular maths	Science – taking measurements and recording on charts	Time and tables- science RE/cooking- weight	Length- DT wand bags.		Science – recording and interpreting data – line graphs	Cooking weighing ingredients Science – taking measurements and recording on charts
Oracy Outcomes	School council election speeches	Into- University- presentations at University Volcano presentation	Orally rehearsing- buy my wand bag!		Should children be evacuated-debate Play Leavers assembly	
CGW opportunities	1) Make a volcano art/geog 2) Volcano posters geog 3) Earthquake posters geog 4) Into University – whole week in groups. 5) Science investigation – making circuits		1) How can we make the world a better place- PSHE 2) Science – create a	1) Collaborative artwork	1) Into-University- transition with another school 2) Lifeskills?? 3) Four Bristol Slaves 4) Cooking cupcakes 5) Heart experiment – science 6) Science – shadows investigation	



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Title	Where is the most dangerous place to live?		Magical Stitches	Wonderful Waves	How was Britain effected by the blitz?	
			classification key			