



UPPER KEY STAGE 2 (YEAR 5/6)

ESSENTIALS OVERVIEW

THEME: **Victory is Ours!**
AUTUMN TERM



Essentials

<p>CURRICULUM DRIVERS:</p> <p>DIVERSITY: Tolerance & Respect</p> <p>DREAMS: Visit to the National Memorial Arboretum</p> <p>SPIRITUAL & MORAL: Charity</p>	<p>LAUNCH DAY:</p> <p>WORLD WAR II DAY!</p> <p>Ask the children to come to school dressed as an evacuee to experience what life was like for children during World War II. They will carry out an air raid drill, experience a rationed lunch and undertake lessons from the day.</p>	<p>PROJECT:</p> <p>Can the children complete their own research-based project about an aspect of World War II?</p> <p>SHOWCASE/CELEBRATION:</p> <p>Invite parents to our own 'street party' to mark VE Day and the end of the war!</p>	<p>ENGLISH LINKS:</p> <p>Diary (Anne Frank/Evacuees)</p> <p>Goodnight Mr. Tom/The Boy in the Striped Pyjamas</p> <p>Newspaper Reports (The Outbreak of War)</p> <p>Persuasive Writing (Propaganda)</p> <p>MATHEMATICS LINKS:</p> <p>Ratio, Coordinates, Measures</p>
<p>ESSENTIAL LEARNING OBJECTIVES</p>		<p>ACTIVITIES</p>	
<p>SCIENCE:</p> <ul style="list-style-type: none"> To work scientifically. To understand electrical circuits (Y6). To investigate light and seeing (Y6). To investigate materials (Y5). To understand movement forces and magnets (Y5). 		<p>Investigate properties of materials in order to evaluate the suitability for constructing a World War II shelter (e.g. Anderson shelters, Morrison shelters etc.)</p> <p>Blackout! Investigating light sources and electrical circuits to provide light during the Blitz!</p>	
<p>ART & DESIGN:</p> <ul style="list-style-type: none"> To develop ideas. To master techniques (drawing). To take inspiration from the greats (classic and modern). 		<p>Children will create line drawing, using different skills (e.g. cross hatching, rubbing, smearing, blending etc.) Look at L.S. Lowry's World War II painting! Children will create one based on an aspect of World War II in the style of Lowry.</p> <p>The Power of an Image – after viewing World War II images/artwork, children write their own stories/diary entries etc. based on the images.</p>	
<p>COMPUTING:</p> <ul style="list-style-type: none"> To connect. To code (sound). To connect. To collect. 		<p>Create a blog or virtual diary from a World War II child's perspective. Imagine the war is happening now – how would it be different?</p> <p>The Enigma Machine! Use relevant software to create propaganda!</p>	
<p>DESIGN & TECHNOLOGY:</p> <ul style="list-style-type: none"> To master practical skills (electricals and circuits) – link to circuits and science. To master practical skills (construction). To master practical skills (food). To design, make, evaluate and improve. To take inspiration from design throughout history. 		<p>Design and make a 'Secret Annexe', using shoe boxes, construction materials, electrical circuits etc. after reading Anne Frank's descriptions of the Frank's annexe.</p> <p>Ration-Chef! Using rationed ingredients only, design, make and evaluate own ration recipe!</p>	

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<p>GEOGRAPHY: To investigate places. To communicate geographically.</p>	<p>Explore the geographical features of Hiroshima and Nagasaki before and after the atomic bomb was dropped at the end of World War II (e.g. weather, transport, mountains, rivers) and the effects (short term and long term) on the population.</p> <p>Create a newspaper report detailing the effects.</p>
<p>HISTORY: To investigate and interpret the past. To build an overview of world history. To understand chronology. To communicate historically.</p>	<p>Children – Evacuees. Compare and contrast differences in children’s lives during World War II and now.</p> <p>Power – Explore political figures and their actions/roles in World War II (e.g. Churchill, Hitler, Mussolini, Stalin). What qualities made a great leader?</p> <p>British Values – Why is Churchill ‘The Greatest Britain’? What are the advantages/disadvantages of a democracy/dictatorship? Compare Hitler to Churchill?</p>
<p>LANGUAGES: To read fluently. To speak confidently. To understand the culture of the countries in which the language is spoken. To write imaginatively.</p>	<p>Look at a world weather map and learn words and phrases to describe the weather in different parts of the world. Create and film own weather reports.</p> <p>Introduction to German – greetings, numbers, colours, conversational phrases.</p>
<p>MUSIC: To describe music. To transcribe. To compose. To perform.</p>	<p>Vera Lynn was the “Forces Sweetheart” in World War II and one of Britain’s premier entertainers during the war and along with the likes of Max Miller, Gracie Fields and Tommy Trinder kept up the spirits of the public when times were difficult, such as in the Blitz. Analyse wartime songs to create own versions. Sing and perform to the troops!</p>
<p>RELIGIOUS EDUCATION: To understand how beliefs are conveyed. To understand beliefs and teachings.</p>	<p>Explore Judaism and Hitler’s persecution of the Jews. View extracts from Anne Frank’s diary to gain an insight into feelings of persecution and compare with now.</p>